DOCUMENT RESUME

ED 438 882 JC 970 530

TITLE	Senate Rostrum: The Newsletter of the Academic Senate for California Community Colleges, 1997.
INSTITUTION	Academic Senate for California Community Colleges, Sacramento.
PUB DATE	1997-00-00
NOTE	42p.; For 1996 issues, see ED 420 340.
AVAILABLE FROM	Academic Senate for California Community Colleges, 910 K St., Suite 300, Sacramento, CA 95814.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Senate Rostrum: The Newsletter of the Academic Senate for California Community Colleges; Jan-Sep 1997
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Faculty; *College Governing Councils; *Community Colleges; Distance Education; Educational Finance; *Educational Legislation; Educational Technology; *Program Proposals; Reports; Student Personnel Services; Two Year Colleges; Welfare Services
IDENTIFIERS	*Academic Senate for California Community Colleges

ABSTRACT

This document consists of all three 1997 issues of "Senate Rostrum," the Newsletter of the Academic Senate for California Community Colleges. The January 1997 issue includes a brief analysis of the Carver Model of authority delegation; Chancellor Thomas J. Nussbaum's perspective on major community college issues; a discussion on faculty primacy; a description of the Fall Plenary Session 1996 and the break out of part-time faculty into the Executive Committee; and a brief description of a video documentary concerning Proposition 209. It also outlines a strategic telecommunications master plan. The June 1997 issue examines welfare reform; problems with the Board of Governors; the proposed California Virtual University; faculty development; the Spring Plenary Session 1997; legislative and technology issues; student equity; and standards of practice for California community college counseling programs. The September 1997 issue deals with the problems associated with a proposal for performance based funding; the challenges faced by the academic senate, including welfare reform and distance learning; a critique of a report on community colleges produced by the California Citizens Commission on Higher Education; and a recap of the 1998 Summer Faculty Leadership Institute. It also discusses technology opportunities for 1997-1998. (YKH)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 438 882

Sentate Rostrum: The Newsletter of the Academic Senate for California Community Colleges, 1997

California Community Colleges

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. L. Smith
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

JC 970 530

BEST COPY AVAILABLE

January 1997

2 President's Message
4 Primacy
5 Fall Session
7 Part-Time Faculty
12 Legislative Issues
13 Prop 209
14 Telecommunications
15 Accreditation, Counseling Faculty
16 Camarena Case Clarification

SenateRostrum

The Newsletter of the Academic Senate for California Community Colleges

The Carver Model: A Brief Analysis

• *by Linda Collins, Los Medanos College*

A new form of local board governance is currently being considered by many California community college districts. The trademarked version by John Carver was developed outside California based on national experience with both private and public boards. While not originally developed for institutions of higher education, the lay policy governance model has been adopted by Maricopa and Dallas County community college districts among others.

The policy governance approach strives to focus boards on "ends" rather than means and to direct board members away from "micro-management" toward "broad policy visions."

In education, as in other realms of moral action, however, the means cannot be divorced from the ends. Indeed, one might argue that the means are the all, or at least, that the means must be informed and constrained by the ends. Or to put it simply, the devil's in the details.

The essence of the Carver model lies in the delegation of authority from the board to the CEO and board relinquishment of the "details" of functioning. While this abdication might provide relief from the stresses of board meetings wherein members of the public or employee groups raise questions or challenge decisions, it also constitutes loss of direct control over the organization by the publicly elected, and hence publicly accountable, body. Control shifts to the non-elected, often temporary, steward. Decisions made by chancellors, presidents, and other administrative staff are made in private, either alone or in staff meetings. When such decisions are sent forward as recommendations to the board, staff know that their decisions must be able to withstand public scrutiny. Staff understand that while most matters are passed "routinely," it is not always so.

The sunshining of decisions guards against even the appearance of malfeasance. Removal of items from a board's agenda engenders suspicion. Any move which lessens the board's public oversight role could undermine public confidence in the institution.

Linda Collins, Los Medanos College (L) and David Viar, CCLC (R) at the Carver Model breakout.

The board agenda serves as a public window on the functioning of the institution. If the docket is comprehensive, the public has some reasonable assurance that the institution is functioning in a manner open to scrutiny. Adopting the Carver model leads boards to radically reduce the items which appear before them in public session. While clearly this saves trustees from overlong, and arduous meetings, it also closes that public window. The public has to discover what information there is to access. While the Brown Act and open meeting acts require boards to do the public's business in open, rather than in closed session, the Carver governance model advocates

*(see "**Carver**" continued on page 6)*

Introducing the "New" Chancellor: A Perspective on Leading the Community Colleges Into the 21st Century

I want to take this opportunity to introduce Rostrum readers to Thomas J. Nussbaum, newly appointed Chancellor for the California Community Colleges, and his perspective on major issues for the future of California Community Colleges and the challenges they present. At the Fall 1996 Plenary Session of the Academic Senate for California Community Colleges, Chancellor Nussbaum presented his ideas on leading the system into the 21st Century. Key phrases from his statements are presented here in italics.

Access

The first is access, not just that we need more students and more money, but that we believe in the mission of the Master Plan, (I know we all do) that the social and economic success of this state is dependent on access to higher education, that economic and social success and democracy will absolutely be dependent on higher education. We are going to be the gateway. In 1975 there were 1.3 million students in the community colleges. Today, twenty one years later our fall enrollment is 1.382 million students. Two decades later and 11 million more people living in California, our population in the community colleges is almost the same, and what this says is that we really have not been able to serve the needs in higher education and to me it says it's no small wonder there are elements of dysfunctionality in our society, so we have to double our efforts to make progress on some fronts.

Workforce Development

A second challenge is workforce preparation. This is happening at the state and federal level. We are going to have to stay very focused on federal legislation in workforce preparation and keeping money channeled through education. A couple of days ago I was involved in a meeting with EDD and Senator Johnston's staff to talk about what can be done in California. The main discussion is...volunteer cooperation, e.g., why don't we have a legislative resolution that involves K-12, and community colleges coming together with a plan that would encourage cooperative efforts in workforce preparation. Not mandates. Not securing money. K-12, community colleges, PIC's and county organizations cooperatively work, come to the table, and discuss how you want to deliver education. This is not an issue that we can go to sleep on. Economic development is part of the

(continued on next page)

The Academic Senate for California Community Colleges

Janis Perry, President; **Bill Scroggins,** Vice-President;
Beverly Shue, Secretary; **Debra Landre,** Treasurer

Publications Committee:
Winston Butler, Chair, Los Angeles Community College District
Bob Cosgrove, Saddleback College
Maryanne Brim, Los Angeles City College
Lin Marelick, Mission College Santa Clara
Linda Webster, Santa Monica City College

The Rostrum, January, 1997. The Rostrum is a publication of the Academic Senate for California Community Colleges, 1107 Ninth Street, Sacramento, CA 95814. The Rostrum is distributed to all faculty through college academic senate presidents and by individual mailing. Letters and unsolicited articles by faculty members are invited. For deadline information, call (916) 445-4753.

community college mission. We have the economic development [programs] that include EdNet...this whole new area we need to carefully develop, and with lots of faculty involvement. Economic development will be an important aspect of our future.

Welfare Reform

Next is welfare reform. The federal law passed...there are very stringent regulations...people can only be on welfare for a [lifetime] total of five years...can only receive one year of vocational training and must be in work participation rates in the first year of 20 hours per week. Right now in California Community Colleges there are 125,000 AFDC students. It's not like they are going to come to us, they are here. About 10% are fully enrolled...the average reading level is below the 7th grade...79% are female...50-70% dropped out of high school. This is not a quick fix. We might be able to quick fix someone into a job at McDonald's, but this means community colleges will have to be creative. We need to have the students on campus, doing volunteer work, work experience, anything to help the students get their work requirements while they are in school.

Affirmative Action

Another important issue on the community college level is dealing with the angry debate on affirmative action. With the vote on Prop 209, and whatever happens, it is clear that the debate on affirmative action that has divided our state is sad. What an important role education and our colleges have on reaching out to new levels of understanding, breaking down prejudices and learning new cooperation. Regardless of the outcome of 209, we have to play a key role in healing the anger of this debate.

Productivity

Finally, taking the community colleges into the 21st Century...we need a commitment of revenue, Prop 98, but also need to plan how we are going to infuse technology. Technology can help us in some areas. I know that computers cannot convey compassion, cannot convey the human touch...we have to look at technology as assistance, and add it and augment it where it makes sense. We have to become more productive. I know this is not popular...I have been raising the optional roll-over contracts in Consultation...that a limited percentage of part-time faculty be hired by an optional roll-over contract...this has raised the hackles of various groups. Why can't we hire part-time by roll-over contracts so they have some part-time security. There are many more ways to become more productive...committing to technology and student fees have to enter into the picture.

Faculty Roles

First, its you [faculty] that are going to take us there, one chancellor, one small Board of Governors, 26 CEO's, 435 trustees cannot take 1.3 million students there. It's the 50,000 faculty, 50,000 knowledgeable faculty, 16,000 full time that are committed through their academic senates, their unions, and their campus structures to make these kinds of changes. Second, I plead with you to pick up the rate of

Chancellor Nussbaum

change, you need to change faster. Third, as you change you need to be creative and giving. I think we are all going to have to give a lot in the 21st Century. And fourth, lead with the power of your ideas rather than the recitation of your legal authority and power. I have spent many years trying to overcome my own authority and power, and I think that is something we all need to practice. If we have good ideas, people will respect them.

The views of Chancellor Nussbaum are presented here as recorded and transcribed at the Session. They do not reflect the views or opinions of the Academic Senate for California Community Colleges. The next issue will include questions from the floor by the faculty, and answers from the Chancellor.

The Vote Is In, "Primacy" Is Still A Hot Topic!

• *by Lin Marelick, Chair*
Relations with Local Senates Committee

Many of the breakouts were full with standing room only as was the case in this photo of the "Primacy of Faculty" presentation.

One issue that continues to be the hot topic throughout the state is faculty primacy. Faculty have regularly stated that primacy of faculty is not the norm on most community college campuses and they want to know how to go about convincing their administrators that faculty should have a weighted role in decision making on academic and professional matters. Some administrators and administrator organizations have publicly indicated that they are threatened with the idea. They react as if faculty want an exclusive role in decision making on academic issues. Somehow they are missing the point.

Primacy means "to be first in order," not exclusive. Faculty primacy was never intended to mean that administrators should be excluded from curriculum development, educational planning and program assessment. It means that faculty have a "weighted" leadership role in their areas of expertise. Faculty should be the source for new curriculum development, the source for educational planning, and the source for program assessment. By maintaining recency in their subject areas, faculty are better able to evaluate the future educational direction of those areas than anyone else. So why is the idea of faculty primacy so threatening?

This problem is more apparent on community college campuses where faculty and administrations are struggling with implementing AB1725. It is clearly a bigger problem in our system than in the CSU and UC systems where administrators acknowledge the historical role of faculty. The Academic Senate for California Community Colleges, the CSU Senate, the UC Senate, and the American Association for Higher Education (AAHE) adopted the American Association of University Professors (AAUP) document entitled "Governance and Academic Freedom." Much of what is written in Title 5 and AB1725 comes directly from this document. Community college faculty are actively engaged in implementing the tenets outlined in the AAUP document. According to Section V, *The Academic Institution: The Faculty*, the AAUP paper states "The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process." It goes on to say, "The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved." These are the exact ideas that are addressed in the AB 1725 and again in Title 5, Section 53200.

Faculty responsibilities are referenced above but also include the following: appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. It goes on to state, "The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy." It clearly acknowledges the expertise of faculty in the areas of academic and professional matters.

The role of the Academic Senate is described in the following statements from the AAUP document. "Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The

*(see "**Primacy**" next page)*

Faculty Empowerment: Responding to the Challenge

Fall Plenary Session 1996

by Donna Ferracone, Session Chair

The 28th Annual Fall Plenary Session of the Academic Senate for California Community Colleges was held at the Costa Mesa Westin Hotel from October 31, 1996 through November 2.

As always, the breakouts on curriculum seem to be very popular. Faculty continue to work on completing prerequisites for both courses and programs. Discussions were lively, with numerous questions and suggestions for curriculum committees. Two of the breakouts were recorded and will be transcribed into hard copy and made available from the Senate office.

One "hot topic" during Session was the Carver Governance Model. This breakout was facilitated by Regina Stanback- Stroud and included panel members Linda Collins, Los Medanos College, David Viar, CCLC, and Barbara Sawyer, Diablo Valley College. Discussions of this model were timely since there are local boards in the process of implementing the model. The Carver Governance Model challenges the rights and responsibilities of the local academic senates to be consulted collegially on academic

Faculty gathered for the keynote address at the Fall '96 Plenary Session in Costa Mesa.

(continued on page 8)

---

*("**Primacy**" continued from page 4)*

structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty."

The document speaks to the issue of "primacy of faculty interest" in regard to the selection of academic administrators. It reads "...the composition of the search committee should reflect the primacy of faculty interest, and the faculty component of the committee should be chosen by the faculty of the unit or by a representative body of the faculty."

If the community colleges are to ever be seen as anything other than an extension of the K-12 system, we must first acknowledge the expertise and role of faculty in the same way it is acknowledged in the four year systems. To reject that role is to accept the community college system as nothing more than a continuation of high school. In particular, faculty and administrators should be concerned that community college courses could be rejected for articulation by the CSU and UC faculty if, for example, our curriculum is not faculty-generated.

It's not just faculty primacy that's being threatened these days, there was a recent suggestion by the Trustees organization to the Board of Governors that "academic and professional matters" be removed from Title 5. Most likely, this backlash is directly connected to the faculty's insistence that the primacy of faculty be recognized in the community college system as it is in the CSU and UC systems.

We must stand together on this issue now more than ever. Faculty need to be afforded the same responsibilities, acknowledgment, and recognition given to our CSU and UC counterparts. If we throw in the towel on this issue now, we may as well throw out our professional self-respect at the same time.

*("**Carver**" continued from page 1)*

boards not doing the public's business at all. Rather, administrators do it, outside of public view.

The board is "covered" when it comes to liability, as Carver recommends the board adopt some generic disclaimers, or "executive limitations," as to the bounds of propriety and legality the CEO is expected to respect. Indeed, the issue of liability seems to be one of Carver's strongest selling points in the marketing of his packaged approach. He begins a training video (Reinventing Governance: Enabling a Revolution in Leadership for Community College Boards, Washington. D.C., ACCT, 1993) by simulating with dots on an overhead the many and daily decisions being made in a college, and reminding trustees they are liable for each one of these. Having evoked the fear of potential lawsuits lurking in each dot, Carver assures the gathered trustees that delegation is the answer.

What then, are boards to do, if not the public's business? According to a handout of Carver materials provided by CCLC at a local training workshop, boards "determine the broad values of the organization. The model allows boards to . . . focus on the real business of governance: creating, sustaining and fulfilling a vision of what the organization contributes to the world."

In the post-delegation world, the role of the governing board is to envision the future of their college or district. Visioning has become very fashionable in the mid 1990's, and certainly we all need a vision, preferably a common one, of where education is to go over the next while. But, this general vision must be translated into concrete results, costing concrete amounts of the taxpayer's money. The public might argue that they paid for results, not visions. They elected representatives to ensure that their money was not wasted, and that the students in their county or service area were well, and equitably, served. It is not clear how an uninformed board, a board unable to do anything but discuss "the vision thing" can adequately perform these functions. Having delegated all but the most general of tasks, the board serves as an effective bulwark against challenges to administrative decision making. Trustees become the dreaded rubber-stamp, only now they don't even have to make a stamping motion. It's been delegated.

"What then are boards to do if not the public's business?"

While Carver posits that his approach to policy governance turns the concerns of trustees outward "to the community," in fact it mostly diverts trustees' attention from what's going on in their institutions, mediates their own access to information through the CEO, and puts board members on a par with a public increasingly excluded from access to district information.

The board in public session can only discuss and act on items which are on the agenda posted in accordance with public meeting law. Members of the public may speak during a mandatory public comment time; the board may respond briefly to statements made or questions posed by persons exercising their public testimony rights. However, board members cannot actively engage items brought up at this time which are off agenda. Taking delegated items completely off the agenda effectively isolates the board and the District from having to respond to possible public criticism and insulates the board from direct interaction with the public, students and/or its employees. While this may not be the intent of the Carver approach to policy governance, it may be the regrettable outcome.

At a time when many boards find the need to increasingly turn to the public to augment, if not replace, shrinking state allocations, removal of the details of district operations from public view, and insulating board and staff from public scrutiny is both short sighted and dangerous. That public, already skeptical of the claims of public agencies, may prove even more reticent to support further taxation and assessment if the perception is that colleges and Districts are closing ranks and turning inward. *(see "**Carver**" page 10)*

Part-Time Faculty Breakout

• by Edith Conn, Chair, Resolutions Committee

Resolution 1.5 S96, adopted by the 1996 Spring Session, requested "the Academic Senate to develop a proposal for change in its bylaws to assure the participation of part-time faculty on the Executive Committee" to be brought to the 1997 Spring Session. This breakout was facilitated by Regina Stanback-Stroud, chair of the Educational Policies Committee and included Allen Boyer, chair of the Standards and Practices Committee, Edith Conn, member of the Standards and Practices Committee and Jean Smith a part-time faculty member and President of the San Diego Continuing Education Centers Academic Senate.

Following are some questions raised in the breakout: • Who would be the constituency of the part-time representative? • Would only part-time delegates vote in the election for the part-time representative? • Doesn't the Academic Senate already represent the faculty of the California Community Colleges? Why do we need a special part-time representative? Would a part-time representative make a difference? • Is there a special perspective that a part-time representative would bring that the Executive Committee (currently all full-time) does not have?

Key points of the discussion: • Part-time faculty make up a large percent, possibly 40%, of the teaching faculty in the California Community Colleges. • At some colleges as many as two-thirds of the class offerings are taught by part-time faculty. • For many part-time faculty, academic freedom does not exist and there are concerns about expressing opinions in areas such as curriculum, choice of textbooks, course content and teaching methods. • The lack of offices and office hours and the inability to participate in department or division as well as governance meetings can have a negative impact on student success. • The inclusion of a part-time representative to the state Academic Senate Executive Committee would be an important message to local senates to recognize the contributions of part-time faculty.

While there are no restrictions to part-time faculty running for any Executive Committee position, only two part-time representatives have been elected in the nearly three decades of the Academic Senate for California Community Colleges. It was suggested that of the two at-large positions already established, one be reserved for a part-time representative; only part-time faculty members would be eligible as candidates for this position; and the election would be held at large. The issue now returns to the Standards and Practices Committee which will make a recommendation to the Executive Committee.

SAVE THE DATE

The 1997 Faculty Leadership Institute

June 19-22, 1997

Mark your calendars for this important event on how to be an effective local senate leader.

A mock coronation and crowning was held at the 1996 Leadership Institute for new local senate presidents. All part of the fun of faculty leadership!

(**"Session"** *continued from page 5)*

and professional matters. The Academic Senate was directed through resolution to "encourage local boards to maintain a commitment to shared governance, and to refrain from using any policy governance model as a mechanism for undermining shared governance." This model allows the board to delegate some functions to the district, thus bypassing the agenda of board meetings and preventing topics from being available for public comment. In response to this, the following resolution passed unanimously, "...urge local boards to reject any form of governance that places undue burden on the public to discover information to which it is entitled under the Brown Act, Freedom of Information Act and other open meeting laws".

Another topic that provoked extensive discussion was "The Equivalency Challenge: By Course or Discipline". As always, the faculty is somewhat divided on this issue. The body voted on 2 resolutions in response to this topic. The first, passed unanimously, was a request that the Executive Committee "review and update the 1989 paper "Equivalence to the Minimum Qualifications" for Spring 1997 session. The second, narrowly defeated, requested the Senate to "support a policy whereby the equivalency to minimum qualifications used in a discipline may be applied to single courses without providing authorization to teach in the entire discipline when deemed necessary by the local senate." The second resolution was preceded by strong discussions both pro and con. This issue has not been put to rest, and will continue to be discussed at the Spring Session.

Ric Matthews had the technology room up and running again this session. A systems engineer from the Apple corporation was on hand to discuss and demonstrate the potential of distance learning from the desktop workstation. He introduced a tool developed by Apple called "Cyberdog," designed to assist the instructor and the student in using the Internet as an educational resource. Faculty

were given an update on the Telecommunication Master Plan by Le Baron Woodyard from the Chancellor's office, including information about the funding provided to all colleges this year to create a system network and the role faculty should assume in the planning.

At each of the four general sessions, inspiring and powerful keynote speeches were given by Jim Highsmith, President California State University Academic Senate; Tom Nussbaum, Chancellor California Community Colleges; Elizabeth Toledo, President California National Organization of Women and Delaine Eastin, Superintendent of Public Instruction. While each of the speakers added some humor to their message, it was clear that faculty must be proactive in doing what community colleges do best: educating and preparing our students for the workforce in the 21st Century.

During Saturday's elections, the body voted in Treasurer, Debra Landre, from San Joaquin Delta College and a North Representative, Barbara Davis-Lyman, from Sacramento City College. The term for these positions run through June 1997.

The Halloween costume party and dance was a success. Many came in costumes and some made masks with materials available outside the ballroom. Costume or not, a good time was had by those who attended.

Fall Session provided a forum for the continuing discussion of issues important to all faculty. We hope that faculty left with some questions answered, and returned to their campuses rejuvenated.

I want to personally thank each of the Executive Committee members and all the attendees for making this session such a huge success.

("**Carver**" *continued from page 6*)

Furthermore, boards are likely to find that any cost savings realized in agenda simplification are more than balanced by other costs. Employee groups and local businesses who have come to rely on the board packet for information on district finances, operations and contracts will predictably send individualized requests for documentation of transactions. Members of the public will be required to utilize the public records act to secure information. Exclusion from upfront public discussion may lead to more contentious and raucous meetings in the long run, as groups will turn to public comment as their only recourse in securing the board's attention.

Policy governance materials provided by CCLC state, "in essence, the CEO is the only employee of the board. All board policies are administered through the CEO . . " While the board has charge of "ends" policies, the CEO is empowered to decide the means. This identification of the board (indeed the whole institution) with the CEO, means that his/her authority is final.

For faculty, means are of considerable importance. After all, the educational policies, the curriculum processes, and the deliberative academic decision making they entail, are designed to guarantee the standards integral to quality education. The integrity of the curriculum is the critical component in the confidence which others place in our institutions. For students, that confidence is crucial, if the degrees students attain are to be respected, if other institutions are to recognize student's credits upon transfer, if employers are to believe that graduates have the skills promised. It is for these reasons, among others, that the legislature placed the primary authority over curriculum and academic processes in the hands of the academic senates.

If the point of the Carver model is to let experts do the work, and if lay boards truly wish not to meddle in academic affairs, then the proper delegation for academic and professional matters would be to the academic senate, not to the CEO. Delegation to the academic senate would fulfill the statutory obligation of boards to establish procedures to ensure "the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." (Ed. Code, Division 7, 70902(b)7)

"...if lay boards truly wish not to meddle in academic affairs, then the proper delegation for academic and professional matters would be to the academic senate, not to the CEO."

Title 5 is clear: the academic senates have a direct relationship with the board, and have the right to go directly to them on academic and professional matters. However, if these matters are removed from the agenda, the board cannot interact with or make decisions in conjunction with the Senate. All transactions are funneled through the CEO.

While it is not the stated intent of the model of policy governance to deny senates access to boards, it will be the practical result.

Over the last eight years in California, since the passage of AB1725, at considerable expense to taxpayers, the California community colleges have endeavored to work out the details of shared governance, the expanded role of the Academic Senates, and policies regarding hiring, tenure, discipline qualifications and equivalencies. These policies and procedures codify the processes for acceptable practice on a range of academic and professional matters. They represent agreements about the delegation of authority, about sound educational practices, about what is meant by the generally educated person. As board policy they have considerably more force than mere "administrative procedure." Educational policy is not merely administrative.

The model, forged outside of California, does not at all address the legally mandated role of the academic senates. While training materials provided in the workshops are careful to speak to the role and status of contractual agree-

(*continued on page 11*)

ments and bargaining agents, the literature provided to date on "lay policy governance" has been largely silent on the role of the Senate and on the status of delegation agreements between boards and Senates.

David Viar, CCLC Executive Director, however, was emphatic at an ASCCC Fall 1996 session breakout that the policy governance approach is not an effort by CCLC and its board to undermine faculty rights as specified in 1725. However, the silence on this very issue in the training workshops and materials means that boards are given no guidance as to their legal responsibilities to consult collegially on academic and professional matters. While it may not be CCLC's intention, local trustees and CEO's might see in this approach an opportunity and a means to undermine shared governance.

At least one local board is already moving to adopt portions of the model after only the introductory training session. In fact, that board recently delegated the approval of course offerings to the chancellor alone, without consultation or mutual agreement with the academic senate.

The policy governance approach promises simplified board manuals along with simplified agendas. While simplification sounds like a good slogan, historically slogans have not been synonymous with sound educational policy. If trustees do not like to do the work involved in being a trustee, to read the material necessary to stay informed and do a responsible job, or to seek the knowledge which must be acquired to provide reasonable public oversight, it does not follow that boards should move to reduce their workload. Perhaps it would be more appropriate for them to step down from office.

Public boards face daunting tasks. They have a responsibility to balance the needs of complex educational institutions in a responsible fashion in the name of public accountability. They cannot do so if they are captive of any one constituency, interest group or political faction.

Those in favor of the Carver model invoke the specter of zealots or ideologues ascending to the board and making recommendations regarding course content or text books. If zealots are the issue, then there may be safety in numbers. Having several members of a board provides more protection than delegation to one individual. If the argument is that boards shouldn't make decisions regarding curriculum, even less so should any one individual. A Chancellor after all can also be a zealot, an ideologue, a technocrat or an educational leader. In any case, he/she is but one person.

If there is an argument for local control of community colleges, then the trustees should be in control. If they are not, then perhaps it is time to debate the role of local governing boards and even to consider the need for a statewide model more in line with other institutions of higher education.

Barbara Sawyer, Linda Collins, and David Viar discussing the Carver Governance Model.

The Academic Senate for the California Community Colleges has enjoined the issue of the streamlined board model. At the Fall 1996 session the Academic Senate resolved to "urge local boards to reject any form of governance that places undue burden on the pubic to discover information to which it is entitled under the Brown Act, Freedom of Information Act and other open meeting laws." The Academic Senate also resolved to "urge CCLC to work with the Senate to identify how the Carver Governance Model impacts the rights and responsibilities of the local academic senates to be consulted collegially on academic and professional matters." It further resolved "to encourage local boards to

(continued on page 13)

Legislative Issues

• *by Lee Haggerty, Chair, Legislative Committee*

Faculty listening to a breakout presentation.

The Legislative breakout, at the Fall Plenary Session included a presentation by Gus Guichard, Vice-Chancellor of Governmental Affairs, where he discussed Proposition 209 and the variety of ways to gain voter support for defeating that initiative. He stated that law suits and court actions could protect diversity and affirmative action programs in the CCC's, even with the passage of this measure. Gus went on to discuss the development of a federal liaison for the California Community Colleges with the federal government in Washington, D.C. He indicated that, at this time, there is no such contract, and as a result, the California Community Colleges are less able to influence the decision-making process. Gus suggested a change to create a liaison that would result in direct input into federal legislation that impacts community college education in California. Finally, Gus discussed the issues on increased funding for the Chancellor's Office and funding from the State for the Student Senate. Neither of these proposals is in the Governor's budget at this time and the Chancellor's Office is actively seeking approval for both.

Another presenter, Patrick MacCallum, Executive Director for the Faculty Association For California Comr unity Colleges (FACCC), provided a description of proposed bills in the legislature and growth funding recommended by the Department of Finance.

The following is a partial list of the most crucial bills facing the California Community Colleges during this session of the California Legislature:

AB 3099 (Campbell-D) Part-Time Faculty Health Benefits
AB 1543 (McPehrsonR)/SB 703 (O'Connel-D) Property tax Backfill
SB 1233 (Costa-D) CCC Growth Funding
SB 1543 (Peace-D) Student Fee Reduction
ACA44 (Ducheny-D)/SCA 35 (O'Connel-D)
AB8254 (Ducheny-D) Adult Education
AB 2477 (Archie-Hudson-D) Internet Courses: "Virtual Campus"
AB 2314 (Cortese-Reform) K-12 Schoot to Career
AB 2397 (Archie-HudsonD) Competitive Industries Development
AB 2672 (Ducheny-D) Workforce Preparation
SB 643 (Johston-D) School-to-Career Paid Work Experience
SB 1809 (Polanco-D) ED>Net Oversight
AB 94 (Murray, W.-D) FTES Growth Funding Criteria
AB 1593 (Brewer-R) CCC Investment Fund for Innovation
AB 2157 (BowenD) Lottery Funds
AB 2305 (Firestone-R) Propostiion 98 Split
SB 980 (Solis-D) community College Block Grants
AB 136 (Pringle-R) Investment Policy Statements
AB 2216 (Murray-D) Community College District President Hiring
AB 2336 (Knox-D) Middle College High Schools
AB 81 (Napolitano-D) Intimidation of Undocumented Immigrants
AB 3332 (Kuehl-D) Domestic Partner Benefits
SB 1074 (Killea-I) Higher Eduation Act Revisions
SB 1301 (Petris-D) Commission on Higher Education Financing

For more information contact Lee Haggerty, Political Science Instructor, Saddleback College (714) 582-4855.

Proposition 209

• *by Beverly Shue, Treasurer*

The breakout on the anti-affirmative action proposition, Proposition 209, featured the NBC Dateline segment "Affirmative Reaction," as well as moving personal vignettes by Ellen Ligons, Pasadena City College Senate President, and a excellent analysis of the levels of scrutiny on gender protection posed by the passage of Prop 209 by Alan Buckley, Santa Monica College Senate President.

A videotape which aired on January 19, 1996 examined the charges of 'reverse discrimination' by the authors of Proposition 209 and researched the anecdotal information presented by the authors. One author alleged that he was not hired for five different teaching positions due to 'reverse discrimination'; however, Dateline research revealed that four out of the five different teaching positions were filled by white men. This outstanding video presented numerous studies that substantiate the reality of discrimination, including the Glass Ceiling Study sponsored by then Senator Bob Dole. The videotape an be obtained from the FACCC office and is very useful and enlightening in the classroom for the study of discrimination and affirmative action.

Ellen Ligons provided real life accounts of discrimination including experiencing signs that read "Negroes and Asians need not apply." Allen Buckley, Senate President at Santa Monica College, analyzed Clause C of Proposition 209 and pointed out how women would have less protection if the proposition passed. The Chancellor's Office reiterated its position that, despite the passage of Proposition 209, affirmative action programs and the Title 5 Regulation changes on affirmative action are still valid, are based on federal law and court cases, and will withstand potential lawsuits.

("Carver" *continued from page 11)*

maintain a commitment to shared governance and to refrain from using any policy governance model as a mechanism for undermining shared governance."

Your board may be considering adopting the Carver model. If so, some suggestions:
1. Insist on the right of public, faculty, staff and students to know and question details of college and district functions and decisions. If the board feels it must shorten its agenda, then suggest it place more items on the consent agenda, not remove them entirely.
2. Request that the board delegate not to the CEO, but to the academic senate. After all, if the board wants to place academic matters in the hands of the experts, the faculty, not the CEO, are the proper choice.
3. Educate your board, faculty, staff and community on the full implications of the model. Raise the level of public discussion in your college and your community about these issues.
4. Keep the ASCCC informed of what's going on in your college or district.

Rushing to implement this model absent public debate and collaborative discussion will fracture our educational community. We cannot afford such mistakes.

28th Annual California

1997
Humanities Association
Conference
March 7th-9th

"increasing teaching with multi-media in the Arts and Humanities"

for additional information contact

Harriett Talan
(415) 338-2132
htalan@sfsu.edu

Strategic Telecommunications Master Plan

• *by Ric Matthews, Chair, Technology Committee*

LeBaron Woodyard, Dean in the Chancellor's Office and Ric Matthews, Chair of the Senate Technology Committee reported on the spending plan for the money made available to every campus through this year's Budget Change Proposal. The Legislature appropriated $9.6 million to establish an electronic network, connecting all California Community Colleges and District sites and capable of carrying large amounts of data, voice and video. The plan calls for establishing a joint powers agreement with CSU to create the widest bandwidth for the money available.

Each college was required to file a notification of interest with the Chancellor's Office by November 8, 1996. There has been a refreshing 100% notification return across the state. The notification process provides the network designers the information necessary to create the most efficient connectivity. Following this notification, colleges must provide an expenditure detailing how the money will be used. It is important to note that the funding is designed to be primarily an instructional resource.

The money will provide each of the 120 college sites with three components: a T1 connection to the edge of the campuses; satellite download for both digital and analog signals; and video conferencing equipment. If a communication line already exists, the funds can be redirected into optional expenditures as defined by the plan. If a campus has either analog or digital download capability, the money can be used to purchase the other capability. However, if a campus already has both analog and digital capabilities, it will not receive additional funds for this component. If a campus has video conferencing equipment, a second unit may be purchased or the funds can be redirected into optional expenditures as defined by the plan.

The money will be allocated in February 1997, with the physical sites to begin in April 1997. The connection will progress at the rate of approximately 10 sites per month and required about one year to complete all 120 sites. Campuses awaiting their connection will be able to bank the approximately $1600/month line lease for other technology projects. The video conferencing equipment will be obtained through a statewide purchasing agreement and it is expected that the system will be connected for this option by 1998-99.

It is imperative that faculty members are involved in developing instructional projects to utilize this technology and that they closely monitor their districts compliance to the funding restrictions.

Accreditation Breakout at Fall Session

• *by Edith Conn, Chair, Resolutions Committee*

David Wolf, newly appointed Executive Director of the Accrediting Commission for Community and Junior Colleges, was the featured panelist at a breakout on accreditation at the 1996 Fall Session of the Academic Senate. Allen Boyer, Chair of the Senate's Standards and Practices Committee (S & P), along with S & P Committee members Edith Conn and Mark Snowhite, helped facilitate the discussion among a standing-room only audience.

Executive Director Wolf discussed some of the current issues regarding accreditation, including implementation of the new standards for self-studies. The Commission adopted the standards at its June, 1996 meeting, at which Regina Stanback-Stroud, chair of the Senate's ad hoc committee on accreditation, testified extensively on behalf of the Senate positions. Dr. Wolf was forthright and direct in answering questions about faculty participation on teams, and about the evaluation of the visiting team including an evaluation by the local Senate president (proposed by the Senate resolution), not just the CEO as is now the case. Dr. Wolf was asked about "deferment of accreditation" as an option when a visiting team makes its final judgment about a college's accreditation; there had been some problems with a college where "deferment" was taken to mean denial of accreditation.

Mark Snowhite, Crafton Hills College, discussed a paper on the *Faculty Role in Accreditation*, adopted at the 1996 Spring Session by the Academic Senate. Mark also discussed some of the new accrediting standards and how these standards may affect both the self-study and the work of the visiting team.

Counseling Faculty Issues

• *by Richard Rose, Chair, Counseling and Library Faculty Issues Committee*

The Academic Senate Counseling and Library Faculty Issues Committee provided a Fall Session Workshop which focused on an in progress draft paper on "Standards of Practice for California Community Colleges Counseling Programs."

The draft paper, due to be presented for State Academic Senate adoption in the Spring 1997, unequivocally asserts there should be a set of specific standards of practice for California Community College Counseling programs regardless of institutional or departmental size or fiscal constraints. The standards are set out in six areas:

(1) Core functions
(2) Ethics
(3) Organization and Administration
(4) Human Resources
(5) Physical Facilities
(6) Technology

The draft paper has been shared with the Chancellor's Office Regional Counselor Facilitator Advisory Committee. A FACCC/Academic Senate Workshop will be presented on the topic on March 7, 1997. Counseling departments or local Senates can receive more information by contacting Richard Rose at SRJC (707) 524-1561, Kevin Bray at Sierra College (916) 781-0483 or Fay Dean at LA Valley College (818) 778-0246.

Camarena Case Settlement Clarification

• *by Beverly Shue, Chair, Affirmative Action Committee*

Vice Chancellor Jose Peralez and Staff Specialist George Hall were featured speakers at the Fall Plenary Session on the Camarena Case settlement, where participants received a handout that summarized the events related to the lawsuit filed on March 16, 1995. The settlement is binding only on the Board of Governors and the Chancellor's Office for programs developed, sponsored, endorsed, or coordinated by the Board of Governors and the Chancellor's Office. Peralez went on to say that colleges should be careful in how they design and advertise their programs, especially in emphasizing that all programs such as EOPS, DSPS, Matriculation, GAIN, Transfer Centers, Student Equity, Puente, FII Grants, Math and Engineering Science Achievement Projects (MESA), and Underrepresented Students Special Projects (USSP) are open to all students regardless of their race, color, national origin, or ethnicity. Colleges need to guard against the "paralysis of analysis" which Peralez described as over-analyzing and overreacting in "making sure that all of the ducks are lined up just perfectly" before any action is taken.

Targeted outreach programs that are not defined by race, national origin, or ethnicity such as EOPS, ESL, Limited English Proficiency (LEP), DSPS and transfer centers are not affected. Also, special gender-based programs such as re-entry women are not affected since the Camarena case did not allege discrimination on the basis of gender. Colleges may also design special programs to address low graduation rates for a particular race or ethnicity, but only if the disparity is so statistically significant as to infer that the discriminatory practices affect graduation rate. Colleges should analyze a variety of factors in graduation rates, include the following: age, disability, economic status, geography, educational attainment, as well as race, gender, and ethnicity. The benchmark for determining statistically significant levels of under representation occurs when the deviation exceeds 70% of the expected percentages.

Call for Submissions for the 1997 Senate Forum

Submission Deadline:
April 2, 1997

Send Submissions to:
The Academic Senate
1107 Ninth Street
Sacramento, CA 95814

For more information call: (213) 891-2294 or (916) 445-4753

The Academic Senate For California Community Colleges

1107 Ninth Street
Sacramento, CA 95814

June 1997

2 President's Message
4 Virtual University
5 Faculty Development
6 Spring Plenary Session
8 Legislative Issues
9 Student Equity
10 Technology
11 Counseling Issues
12 Hayward Award Winners

SenateRostrum

The Newsletter of the Academic Senate for California Community Colleges

Welfare Reform

• *by Lin Marelick, Chair, Relations with Local Senates Committee*

In August, the new welfare reform legislation will take effect across the country. Block grants will take the place of the federally funded programs and states will provide time-limited cash assistance for recipients. We won't call welfare programs Aid to Families with Dependent Children (AFDC), Emergency Assistance (EA), or Job Opportunity and Basic Skills (JOBS) anymore. Now all these programs will be consolidated into one program called Temporary Assistance to Needy Families (TANF).

Governor Wilson has announced his vision of welfare reform for the state which includes $53.2 million in the community college budget for 1997-98 taken from Prop. 98. The purpose of the funds is to "...expand and redesign community college programs to address the needs of welfare students under the federal and state welfare programs." Obviously, $53.2 million is insufficient for the magnitude of the task. It's not really clear if the legislation will create an increase in welfare recipients in the system, as some people predict, or a loss of participation. That depends on how the local social service agencies describe the options to their clients.

Colleges need to develop agreements with local social service agencies so that social workers will encourage recipients to get more education. If they don't, social workers will be advising them to search for immediate employment, regardless of their skill and education level, rather than advising them to get an education. If community college faculty want to assist students in obtaining upwardly mobile employment, we must help them to understand the need for lifelong learning and the value of a college education.

At the Spring '97 Plenary Session of the Academic Senate, the body passed the following Welfare Reform resolutions:

22.01.0 Therefore be it resolved that the Academic Senate for California Community Colleges urges the Board of Governors to work with the Legislature and the Governor to extend the educational timeline for welfare recipients to a two-year program.

22.02.0 Therefore be it resolved that the Academic Senate for California Community Colleges urges the Board of Governors to work with the Governor to identify additional moneys, other than Prop. 98 funds, in his budget to address the expanded need for funds in the community college system created by welfare reform.

22.03.0 Therefore be it resolved that the Academic Senate for California Community Colleges strongly urges the executive Committee to develop a welfare reform/workforce preparation model that includes academic standards, support services available throughout the education and transition period, and an integration of services provided by the Department of Social Services, the Employment Development Department, and other local organizations which help community college students make a successful transition from welfare dependence to employment, and

Be it finally resolved that the Academic Senate for Community Colleges directs the Executive Committee to present the model at the Spring 98 Session for adoption and subsequent implementation in consultation with Board of Governors, the Legislature, and other appropriate groups.

These resolutions address three areas of concern:

• extending the educational timeline of the program to two years;

(see "**Welfare**" continued on page 7)

President's Message

Once Again, The Emperor Has No Clothes

On May 13, 1997 I attended the Board of Governors (BOG) meeting in Sacramento where on the agenda were important issues such as the Academic Senate's regulation proposal for the permissive use of plus and minus grading, Student Equity regulation revisions, Economic Development , Welfare Reform System Report, and course repetition regulation changes. At this meeting, only eight out of sixteen BOG members were present. Currently, there are only nine seated members with seven seats left vacant due to lack of attention by Governor Wilson. These vacant positions include the two faculty positions even though the Governor has had some of our nominations in his office for eighteen months.

During the meeting one thought kept running through my mind," the emperor has no clothes". Watching six lay board members, one new student board member, and one faculty member who has outlived her term on the board and is completely disconnected from faculty leadership, debating and formulating decisions regarding major academic and support service issues was frustrating to say the least. To view the pomp and circumstance, as well as the deference given to this group because of the positions they hold, could only evoke the memory of a fairy tale on the virtues of honesty and humility ,"The Emperor's New Clothes".

The metaphor of the emperor having no clothes was most applicable during the debate over the regulation change for the permissive use of plus and minus grading. Surely, Rostrum readers will agree that the determination of grading policies are primarily a faculty issue. However, after four years of research , discussions with the faculty at large, discussions with student leaders, development of a position paper adopted by the faculty body and consensus of the Consultation Council which led to the Chancellor's affirmative recommendation to the BOG, the Board allowed erroneous questions by two members along with emotionally laden pleas laced with anti-faculty rhetoric from the student member to defer the decision to adopt the regulations.

Very specific responses were given by the Academic Senate to Board member's questions. Important responses included:

(continued on next page)

The Academic Senate for California Community Colleges

Janis Perry, President; **Bill Scroggins,** Vice-President;
Beverly Shue, Secretary; **Debra Landre,** Treasurer

Publications Committee:
Winston Butler, Chair, Los Angeles Community College District
Lin Marelick, Editor, Mission College, Santa Clara
Bob Cosgrove, Saddleback College
Maryanne Brim, Los Angeles City College
Linda Webster, Santa Monica City College

The Rostrum, June, 1997. The Rostrum is a publication of the Academic Senate for California Community Colleges, 910 "K" Street, Ste. 300, Sacramento, CA 95814. The Rostrum is distributed to all faculty through college academic senate presidents and by individual mailing. Letters and unsolicited articles by faculty members are invited. For deadline information, call (916) 445-4753.

the utilization of plus and minus grading by CSU and UC campuses (all in both segments use it with the exception of seven CSU campuses), the rationale for the g.p.a. value of each plus and minus grade (same grade point scale as CSU and UC), and the verification that an A+ does not receive a 4.3 in those segments. Despite that, the Board has directed the Chancellor to follow up on the research conducted by the Academic Senate and to verify it. Last, while the use of plus and minus grading was proposed by the Academic Senate to be permissive, left up to local governance decision making process as is the case with our colleagues in the CSU and UC, the Board of Governors has proposed mandatory implementation for consideration. The most alarming statement in opposition to the Academic Senate's proposal was put forward by the termed-out faculty BOG member, Yvonne Bodle who said, " I can't agree with the proposal because the g.p.a. rankings are faulty. If I were a faculty member making this proposal, I would make the A- the floor at 4.0". Need I say more?

In spite of the fact that "a few" of the BOG members understand their role and attempt to rely on the expertise of the Chancellor, his staff, and faculty, the dysfunctional few continue to over-influence the decision-making of the Board. Additionally, only half of the Board is seated, there are no new, astute faculty filling the vacant positions to inform academic decisions, and attempts to get the Governor to fill these vacancies have gone unanswered. Still, this half-vacant Board is charged with the leadership of the largest higher education system in the world. Interactions with the Board of Governors by some faculty organizations, Chancellor's staff, administrative organizations, and other segment's boards and staff have produced no public responses except like those (metaphorically speaking) from the fairy tale, "What a wonderful suit you are wearing, the fabric is splendid", when the emperor is really in his undergarments! Everyone whispering and wondering if any one else sees the problem. In the tale, these comments come from the emperor's court and townspeople who have been convinced by swindlers that if they could not see the fabric, they would be considered fools. So for fear of seeming a fool, they continue to lie to the emperor, allowing him to be the fool as well.

The tale ends with a young boy from the crowd shouting, "the emperor has no clothes, what is everybody talking about?" At that moment the emperor realizes how foolish he has been parading about and flaunting a "covering" that didn't really exist. The townspeople also realized that they had all been foolish as well. They felt silly that they had not told the emperor the truth. Humbled, the emperor invited the boy to join his court. The emperor told the boy, "I have decided to make you a junior minister. You have shown that you are very brave. You risked being called a fool to tell me the truth. "You will always be one of my most trusted friends".

"Thank you," the boy said. "I will always be honest with you, even if you don't like what I have to say." "I'm counting on it," said the emperor. Unfortunately, this is only a fairy tale.

The point of this metaphorical exercise is to identify that we need to be brave and admit out loud that we cannot continue to limp alongwith half of a Board, and system office that is sorely underfunded, and believe that we can continue to be a priority and major player in the education wars in Sacramento. Fortunately, our sheer numbers, local leaders, and some system leaders have helped keep us a participant, but it is not enough. The Governor needs a wake up call to stop selling "fabric" (positions on the BOG) that mean nothing at all to him, and have relatively little influence. In fact, it is apparaently so insignificant to him that he allows positions to go vacant or unappointed for up to two years! Secondly, Board of Governors members need to realize that their power of collective thought may be at half-mast, so now more than ever they need to rely on the educational and academic expertise of those who have it. Lastly, we need a political climate in our system that is undergirded with honest and direct behavior that is rewarded, rather than promoting politically expedient and populist behavior.

(see "Emperor" on page 11)

The California Virtual University

by Bill Scroggins, Vice President

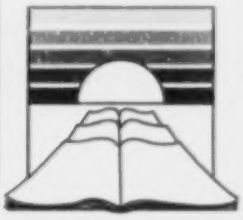
The California Virtual University (CVU), proposed by Governor Wilson last October, is currently in the planning stage, supported by a $1 million allocation from Wilson and overseen by a Design Team and four committees (Mission & Academic Policy, Marketing, Technology and Fiscal Policy). The current plan is for CVU to be limited to an Internet catalog of distance education offerings at all accredited postsecondary institutions in the state, sort of an on-line locator service. Students will contact the originating campus for enrollment, fees, services, and also degrees. The catalog will be piloted this summer and will contain information such as access, mode of delivery, starting and ending dates, student services, how to apply, costs, prerequisites, on-campus sessions (if required), grading options, and transferability. Links will be provided to campuses for more information and for registration.

The CVU has been widely touted as "maximizing the tremendous potential of using these new technologies to provide the best education possible" (Wilson) and that it "responds to the needs of California business and industry for qualified employees and the needs of new and continuing learners in California" (Chancellor's Office). More realistically, the advantages are that courses will be more readily available to those who have the technology to access them and that colleges will gain a marketing tool which may increase enrollments in their distance education offerings. On the downside, many students will not have the technology to access these courses or be able to benefit from instruction in this format. If existing trends continue, this will have far greater impact on groups historically underrepresented in higher education. To the extent this effort is state-subsidized, funds such as this $1 million dollar seed money may better be invested in those underrepresented students who need education the most. Planners would do well to emphasize cost recovery methods to minimize this effect.

Two much broader concerns loom on the horizon. Currently, no effort is envisioned to assure articulation among the various institutions from which a student may take courses. The plan is to have students formally admitted to a "home" campus whose articulation agreements for these courses, if any, will determine transferability. For a particular student then, this Internet menu of courses will be limited to those articulated with the home campus. It does not take a seer to predict that there will be a tremendous clamor for restitution among students who have taken a CVU course only to discover later that it doesn't count for anything. It seems reasonable that the planners of CVU consider listing only courses fully articulated among participating institutions.

The second issue is that of CVU degrees. While planners vigorously contend that such degrees are not even being contemplated, public announcements carry a contrary message: "Wilson Launches Design Team to Create and Market College Courses and Degrees Through Internet" (Wilson) and" [CVU] provides, over time, a full array of course, programs, certificates and degrees" (Chancellor's Office) [emphasis added]. Many similar systems, such as that of the Western Governors, will offer degrees. To not do a thorough analysis of the pros and cons of CVU degrees is short-sighted.

As plans are more fully developed, your Academic Senate will keep you informed. If you would like to share your concerns, contact Joe Rodota (916/445-1019) on Governor Wilson's staff.



The Academic Senate for California Community Colleges

Faculty Development

by Winston Butler, Chair, Faculty Development Committee

Model staff development committees, innovative teaching methodologies, and mentoring new instructors was the focus of three breakout sessions developed by the Faculty Development Committee at this years Spring 97 ASCCC Session in San Francisco.

In reference to faculty development issues, the breakout entitled, "ACADEMIC SENATE ROLE IN STAFF DEVELOPMENT COMMITTEE STRUCTURE AND FUNDING", focused on two model staff development programs at Foothill College (presented by Mike McHargue) and Moorpark College (presented by Steve Pollock) with many other examples from those in attendance. The Q/A section of the breakout revealed the multitude of issues that are still being addressed by many of our local senates. Funding and representation by senates were among the significant concerns. Jose Perelez, Chancellor's Office Staff, was informative from a CCC systems prospective and shared many of the new ideas developing to aid local colleges deal with concerns regarding accountability and other funding grants from the Chancellor's Office for faculty development. The Faculty Development Committee plans deveopment of guide book on current practices and directions for local senates.

Loretta Cannett-Bailes (Compton College), Elton Hall (Moorpark College), Mike McHargue (Foothill College), and Danita Terry (Moorpark College) took a different approach to the usual session breakout session by incorporating active participation by attendees. The breakout, INSTRUCTIONAL METHODOLOGY: APPROACHES TO CLASSROOM INSTRUCTION, familiarized attendees with a number of teaching strategies that can be successfully used in the classroom. Participants were divided into groups reflecting collaborative teaching styles. A person was selected within the group to record and someone to report to the entire group at the end of the session what had taken place. Topics discussed within the groups were - how to actively involve students in an active learning process; how to have students access their learning styles to attain more student responsibility for their learning; how to be more inclusive of all students; and integrating SCANS (Secretary of Labor's Commission on Achieving Necessary Skills) in the classroom. INNOVATIVE STRATEGIES FOR TEACHER TRAINING WITHIN A CCC MENTORING MODEL breakout began with a mixer labeled cultural pursuit, which allowed individuals to recall experiences of various facets of diversity. The presentation focused through active participation on the following adult learning components: Problem-centered rather than content-centered; active participation; integration of past experiences with new data and

(see Faculty on page 8)

JOIN US NEXT YEAR!

The 1997 Faculty Leadership Institute

at the

Monterey Beach Hotel, Monterey

June 19-22, 1997

If you missed the Leadership Institute this year, mark your calendar for this important Academic Senate leadership training for next year!

A mock coronation and crowning was held at the 1996 Leadership Institute for new local senate presidents. All part of the fun of faculty leadership!

Spring Plenary Session 1997

by Allen Boyer, Session Chair

The 29th Plenary Session of the Academic Senate for California Community Colleges held on April 10-12, 1997 was a great success. The session was held at the San Francisco Airport Marriott. The Academic Senate Executive Committee initiated the plans for this session immediately following the Fall Session held on Nov. 1996. Members of the Executive Committee from the northern colleges, starting at the December

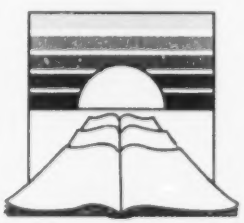
Executive Committee meeting held session planning meetings at each monthly meeting prior to the regular meeting. The first step was to confirm the spring site and facilities, then the session planning committee and the officers discussed and finalized the theme, breakout topics, speakers, entertainment, session mailing, and their time line. The choice of our theme, FACULTY EMPOWERMENT: LOCAL SENATE LEADERSHIP reaffirmed my reason for wanting to serve on the State Executive Committee. Putting knowledge, skills, and expertise into the hands of the local Academic Senate Presidents is one of my reasons for accepting this responsibility.

The past session chairs, Bill Scroggins, Ric Matthews, and Donna Ferracone were particularly generous with their invaluable experience in planning this session. Donna Ferracone's notes from the last session were organized into a binder with each prescribed session planning phase clearly outlined. This binder will be updated and passed on to whomever becomes the fall session chair for 1997. Jerry Peel from Skyline College helped in obtaining the loan of the AV equipment needed for the session and booking the Tahitian Dance Troupe from Skyline Colleges Pacific Islanders Alliance. Jerry also recruited, from his hotel management program, the student workers who helped the senate office staff during the session. They kept things running very smoothly.

One of the challenges I inherited as Session Chair was the elections. They went very smoothly with only three runoffs required. The distribution and the counting of ballots were done by a team of volunteer tellers. Results were as follows :

- President-Bill Scroggins, Chabot College;
- Vice-President - Lee Haggerty, Sadleback College;
- Secretary - Linda Collins, Los Medanos;
- Treasurer - Debra Landre, San Joquin Delta College;
- Representative North - Barbara Davis-Lymann, Sacramento City College;
- Area A - Nancy Silva, American River College;
- Representative South - Winston Butler, Los Angles Community College District;
- Representative At-Large - Beverly Shue, LA Harbor College;
- Area D - Mark Snowhite, Crafton Hills College.

Finally, many thanks to the following colleges who contributed the funds for our Friday night reception: Los Medanos College, American River College, Consumnes River College, Sacramento City College, Lake Tahoe College, and West Hills College; and to our outgoing President, Janis Perry, for all her help and patience and the wonderful reception at the end of our long day on Saturday.



Election Results

President

Vice- President

South Rep.

Rep. At Large

Secretary

Treasurer

Photos unavailable for Nancy Silva, elected the Area A Rep., Barabara Davis-Lyman, elected North Rep., Mark Snowhite, elected as the Area D Rep. (full story on page 6).

---

*"**Welfare**" continued from page 1*

• the use of Prop. 98 funds;
• creating a model for use by local senates statewide.
All of these issues are important, but the one that is currently the most controversial is the issue of Prop. 98 funds.

The document "Welfare Reform in the Community Colleges: A System Proposal" distributed by the Chancellor's office identifies a six point process for implementing the state welfare reform legislation. It suggests that Prop. 98 funds should be subsidized at a 3:1 match "...to be made available for community college welfare reform efforts." Through the passage of the Senate's resolutions, the body does not support the use of Prop. 98 funds for expanded services for welfare reform. If services are to be expanded, moneys other than Prop. 98 funds should be forthcoming.

The sixth point in the Chancellor's document states that Prop. 98 funds used for "enhanced community college programs and services for welfare recipients should be determined after the system's proposed funding priorities for 1997-98 have been funded." Though this statement seems reasonable, it falls short of the Academic Senate's position.

Somehow the Legislature and the Governor need to be convinced that any expanded services must be supported with additional funds outside of Prop. 98 funds. As the Chancellor's paper states, "...there has been substantial underfunding of the community colleges over the past two decades and that the colleges should not be required to further reduce the quantity and quality of services to all students in order to provide additional services or programs for welfare recipients." If that is the position of the Chancellor, then why the suggestion of the 3:1 match? The Academic Senate needs to stay involved in these crucial discussions in order to affect the funding of expanded welfare services.

In order to respond to the needs of the community, The Academic Senate for California Community Colleges suggests that local senates urge their colleges to consider the following in order to maintain current enrollments of welfare recipients and to attract recipients to the community college system.

1. Coordinate student services and instruction to provide non-credit short term vocational training and a credit curriculum that will lead to short term (one-year, 18-to-24 unit) certificates. These certificates should articulate into the regular program and

*(see "**Welfare**" on page 10)*

Legislative Issues

• *by Lee Haggerty, Chair, Legislative Committee*

The Spring Plenary Session of the Academic Senate for California Community Colleges was held April 10-12, 1997 in San Francisco and the theme of the session was "Faculty Empowerment: Local Senate Leadership." Chancellor Thomas Nussbaum participated in a breakout which was entitled "Dialogue With The Chancellor." Since the Board of Governors appointed the Chancellor, this was the first opportunity for The Academic Senate to dialogue with the Chancellor and have a question answer period with him. The Chancellor spoke to a standing room only crowd and answered several questions. Chancellor Nussbaum shared his vision for California Community Colleges into the 21st. century and addressed the issues and the impact of welfare reform on California Community Colleges andthe status of shared governance. Nussbaum discussed the increased use of technology in the classroom and the allocation of Proposition 98 funds. There were questions on roll-over contracts for faculty versus tenure, as well as affirmative action and funds for the student Senate. On the issue of affirmative action, a specific incident occurred where the Chancellor intervened to prevent his staff from prohibiting a violation of hiring procedures. There was discussion concerning colleges in multi-college districts seceding from their tuition for community college students.

The Chancellor's Office Washington, D.C. lobbyist was discussed and the Prop. 98 split between K-12 and the community colleges was of great concern. The current Consultation Process and the Governor's allocation of growth funds to the system were also discussed. There were several other issues controversial issues as part of this session, but those included in this article were of the most concern.

This breakout, which was facilitated by Lee Haggerty, was very beneficial and the faculty who attended commented that they felt this session was of tremendous value and should be repeated at subsequent academic Plenary Sessions or other open discussion workshops.

Chancellor Nussbausm was very candid and the faculty appeared to find the interaction enjoyable and informative. There were hard questions asked. The dialogue was a step in the direction of improved relations between the Academic Senate and the Chancellor's Office.

---

*"**Faculty**" continued from page 5*

new problem; collaborative as opposed authority-oriented; mutual planning between learner and the instructor; mutual evaluation, reappraisal of need and interest; and experimental and active involvement. In keeping with the concept by the presenters, Virginia Romero (Cerritos College), Frank Pation (Rio Hondo College), and Chris Sutow (Rio Hondo College) the breakout broke away from the traditional session format of "panel discussion - lecture style." All in attendance were enthusiastic about the activity and outcomes, but we all agreed that more time in the future would be necessary for this type of process as we move toward new ways of teaching in the 21st Century.

*"**Student Equity**" from page 9*

Senate's goal of matching the future supply and demand dichotomy. We currently have many unfilled jobs that require highly skilled workers and not enough skilled workers to fill the jobs: we also have large numbers of inadequately skilled workers who can't fill the open jobs because they lack the needed skills. Increasing student success through new creative programs is one way to create a win-win situation: CC students with academic preparation and workforce skills filling the open jobs.

Student Equity and California's Future

by Beverly Shue, Secretary

As California moves toward the next millennium, we face many challenges and changes in our future society. The demographic trends indicate that ethnic diversity will continue to increase in the colleges and workplace, advances will mushroom in computers, technology and the information age, and there will be an increased need for highly educated and skilled workers. How will these workforce and needed workforce skills materialize? A system wide community college (CC) concern is the need to encourage students of all ethnicities to major in the fields of science or math. Because many inner city schools lack equipment and because there are few minorities and women in the sciences, it is especially important to address these system wide concerns for underrepresented minorities.

An examination of the Student Equity data presented by George Hall of the Chancellor's Office at the Fall Session and one of the Student Equity Colloquia indicates that many colleges show a statistically lower percentage of minorities completing CC certificate/degree programs, courses, and transfer goals. With the continued increasing percentage of underrepresented minorities entering the CC system, it is essential to make these CC students competitive in educational and work skills in the year 2000 and beyond. To this end there are a number of competitive grants that could help to address student equity concerns and improve completion rates of Basic Skills, ESL, degrees and certificates, and transfer.

The Chancellor's Office has requested priority funding for a series of special projects, many of which can help attain the goals of student equity, student success, and instructional improvement. The Underrepresented Students Special Projects (USSP) was established in 1988 and supports innovative programs to meet the needs of underrepresented ethnic minority and disabled students in California Community Colleges (CCC). The Mathematics, Engineering, and Science Achievement (MESA) Programs encourage minorities to pursue majors and careers in Math, Engineering, and Science. These academic disciplines show the greatest levels of minority underrepresentation compared to liberal arts majors; math and science anxiety is a reality, but it is especially pronounced among underrepresented minorities. The Middle College High School projects ensures at-risk youth an opportunity to compete in high school and successfully attend a CC.

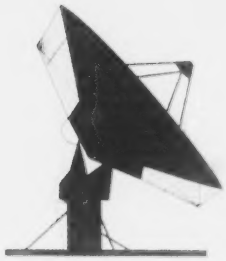
METP, the Migrant Education Teacher Preparation Program, is designed to improve training and recruitment opportunities for migrant students and ultimately increase the number of teachers in our schools. This teacher preparation program has successfully produced teachers who came from migrant backgrounds. The FII projects encourage community college faculty to develop innovative programs addressing a variety of different ways to improve instruction, from changing a single subject to modifying programs and curricula, to developing entire new programs. The Intersegmental Joint Faculty Projects (IJFP) are focused on improving transfer and articulation issues, particularly in the fields of math, the sciences, and English. Again, when the analysis of student performance shows lower completion rates for underrepresented students, then the process of awarding grant proposal criteria could be developed to address these student equity issues.

The continuous goal in all of these funding efforts is to improve student access and academic performance, develop student skills, increase completion of education goals, and improve instruction and learning. To this end the Academic Senate supports the concept of advancing student equity and student success while awarding competitive grants in appropriate arenas. Promoting student success through the innovative grant process can help promote the

*(see "**Student Equity**" previous page)*

Technology Issues for the Faculty in 1996-97

by Ric Matthews, Chair, Technology Committee



Beginning in April of 1997, the establishment of a statewide network for interconnecting 125 community college sites along with the all of the California State University got underway. The proposed rate of connection is about 10 sites per month, which will result in the system being connected in less than one year. What will be coming to your campus is a T1 line (a reasonably large onramp to the information highway) which is routed through one of almost a dozen nodes around the state. This line is funded to come to the edge of your campus, to an entry point. Many community colleges do not currently have a campus infrastructure (or plan) to connect this line into, so it is the Technology Committee of The Academic Senate's recommendation that the local academic senates insist that this connection is made to campus facilities that can support the instructional priority, and is accessible to the instructional program. Through this connection, campuses can ultimately expect to transport voice, video and data, and potentially link onto the Internet. It is imperative that faculty be involved in the location and utilization of this state-funded resource.

A second component of this year's budget allocation is to provide supplementary hardware to support this statewide backbone. Money has been allocated to insure that all 120 community college sites will have both analog and digital satellite download capability. The funds are allocated on the basis of insuring that all sites will have both capabilities, if your campus already has one, this would buy the other. If your campus has both currently, you would not receive any funds for this project. All sites will receive $25,000 to purchase videoconferencing equipment that can be linked to the network. Due to a bid process for a statewide purchase agreement, it turns out that almost $40,000 worth of equipment can be obtained for that amount. This gives the community colleges the ability to have real-time visual interactivity, which can be used for instruction, meetings or other creative needs.

Campuses need to have a technology plan that allows for the maximization of these and future resources. Faculty need to be major designers in these plans, to insure that these technology investments are useful to the instructional and student services part of the mission of the college. The Statewide Academic Senate will be bringing design elements and model plans to the Fall Plenary session in LA in November.

(*"**Welfare**" continued from page 7*)

also lead to jobs with meaningful wages.

2. Expand outreach programs to TANF recipients who are not currently enrolled in the community college system but who will need short term training to obtain employment.

3. Promote to potential TANF students (and expand as needed) the variety of curriculum delivery modes available at the college: short term courses, modular courses, open entry/open exit programs, self-paced courses, computer aided instructed courses, and technologically mediated instruction where students come to sites to access a variety of equipment.

4. Provide potential TANF students with access to college services through an intake coordinators who can provide information about resources such as child care, financial aid, personal, educational and career counseling, GAIN, EOP&S, DSP&S, admissions, assessment and job placement.

5. Promote to potential TANF students (and expand as needed) the ancillary support services that can address the following needs: transportation, reentry, tutoring, crisis intervention,

(*see "**Welfare**" on page 12*)

Standards of Practice for California Community College Counseling Programs

• *by Richard Rose, Chair, Counseling and Library Faculty Issues Committee*

During the Spring Academic Senate Plenary Session a vote was taken to approve the policy paper on "Standards of Practice for California Community College Counseling Programs." This paper begins where the "Role of Counseling Faculty" ended by addressing the issues of standards of practice for California Community College counseling, according to Kevin Bray, Sierra College counselor and member of the writing team.

The paper identifies standards in six areas: Core Functions, Ethical Standards, Organization and Administration, Human Resources, Physical Facilities, New Technology. These standards have been developed by counseling and other faculty from the counseling discipline; and projections of needs for the future practice, according to Faye Dea, LA Valley College counseling faculty and another member of the writing team. Special recognition goes out to the member of the Counseling and Library faculty who worked hard to prepare this paper for adoption. Many colleges will find the paper useful in developing policy statements and strategies on their campuses to improve the quality of counseling services.

The published document will be available through the Academic Senate office later this Spring and mailed out to all local senates and counseling programs.

"Emperor" continued from page 3

This is my last President's Messaget to the faculty of the California Community Colleges. It has been an honor to serve as your leader and spokesperson during the last two years. The position was fraught with unjustified attacks on the faculty's integrity, and unfair attacks on me personally as your representative. However, I would not have traded this opportunity to, with honesty and integrity, defend your expertise and honor as some of the best higher education faculty in the world, and to experience the successful implementation of most of your recommendations to the system and the state. We have a great responsibility to carry on the quality, success, and treasure of the California Community Colleges.

Information Competency

• *by Richard Rose, Chair, Counseling and Library Faculty Issues Committee*

The Library faculty held a Spring breakout session on "Information Competency" for community college. A discussion document was prepared for the breakout session which defines information competency as "the ability to find, evaluate, use and communicate information in all of its various formats. It is the filing of library literacy, research methods, computer literacy, media literacy, technological literacy, ethics, critical thinking and communications skills."

The document, modeled after concepts in the CSU Information Competency paper, identify core competencies student must be able to follow.

The breakout session was the first step in sharing ideas and discussion from the field as the committee begin to develop a position paper on the topic.

Later this spring the committee will be making revisions to the discussion document and solicting more input from the field with the goal of having a draft paper ready for state wide review in the Spring 98 session.

Hayward Winners Honored

At the May 13, 1997 Board of Governors meeting the 1997 Hayward Award Winners were honored. Four outstanding faculty are selected each year by a committee of their peers representing each of the Academic Senate's four Area geographical regions. The awardees receive public recognition from the Board of Governors, a plaque, and a gift of $2,500 each provided by the California Community College Foundation. In addition, the awardees and their family members are treated to a dinner party by the Academic Senate President the evening before the award ceremony. This years outstanding winners are: Mike McHargue, Counseling -Foothill College, Peter Georgejakis, Mathematics - Santa Barbara City College, Margaret Lovig, Legal Assisting - Coastline College, and Edward Lindley, Chemistry - Fresno City College.

From left: Edward Lindley, Mike McHargue, David Springette (CCC Foundation), Janis Perry, Margaret Lovig, Peter Georgejakis.

---

*("**Welfare**" continued from page 7)*

learning disabilities, child care and parent education, citizenship classes.

6. Establish career service teams that will coordinate transfer/career counseling, job placement, and vocational liaison activities. These teams should also focus on the development of work participation plans/activities that include cooperative education, internships, service learning, college work-study, job skills readiness, job retention, and life skills activities.

7. Establish Welfare-to-Work Teams at each college and develop college action plans. (See the California Community Colleges Questions and Answers on Welfare Reform Initiatives for suggested activities.)

8. Develop partnerships with other groups, i.e., County Department of Social Services, Employment Development Department, Adult Education, City Government, Community Based Organizations, particularly in activities 2, 4, and 6 above.

9. Establish and strengthen existing partnerships with business and industry to create sponsorship, internship, and work experience programs.

10. Develop college calendars, in concert with bargaining units, to enhance college flexibility in serving TANF recipients.

11. Focus on overall economic development of the communities with large numbers of welfare recipients. Understand that the community will become disenfranchised as a result of a large number of their community members not receiving benefits that provide for basic things like food and shelter.

12. Develop a broad view of the community that is affected by the reform and develop curriculum that focuses on serving the needs of those individuals, i.e., employability skills, basic skills, post-employment training.

13. Maintain a receptive college culture so students will thrive in the academic environment.

14. Provide professional development activities for faculty and staff that will enhance their awareness of the needs of this student population.

15. Present Welfare Reform Workshops.

16. Present Welfare Reform Panels to review and discuss state and local issues.

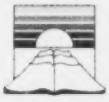
17. Support legislation to allow current AFDC students to complete their education. (See SB 169, Solis.)

18. Explore legislation for pilot educational programs to provide training for infant and toddler care providers.

September 1997

2 President's Message
4 Commission on Higher Education
5 Part-time Issues
6 Summer Institute
10 Technology

SenateRostrum



The Newsletter of the Academic Senate for California Community Colleges

Trouble Continues at Former Saddleback District

• *by Kate Clark, Irvine Valley College*

What in the world is going on in the South Orange County Community College District (formerly the Saddleback Community College District)? If we rely only on newspaper or other media accounts, all the notoriety arises from our Board of Trustees' initial approval of a controversial community education course to be taught on our campus by the president of our board, Steven Frogue. The course, espousing the conspiracy theories surrounding the JFK assassination, would have included guest lectures by well-known anti-semitics. Further complicating the issue was Frogue's tie-breaking vote cast to permit the seminar, on the advice of the Chancellor who said that it would be "all right" since Frogue didn't stand to profit financially from a course he volunteered to teach without cost.

For readers in Orange County, the issue would also appear to be the recent judgment by a Superior Court judge who ruled that the Board of Trustees willfully violated the California Open Meetings Act (commonly referred to as the Brown Act) when they met in closed session to appoint a chemistry professor as interim president. That decision has now been declared null and void as were all decisions the interim president made subsequent to that time. The right given to citizens to address our elected officials and to hear their deliberations has been routinely denied us. We have written letters of demand asking them to cure and correct, have warned them and our Chancellor of pending violations, and private citizens have repeatedly questioned the legality of decisions made in closed session without opportunity for public comment and public scrutiny. Yet those improperly agendized, clandestine meetings still occur, necessitating further court action.

Those violations have now implicated the Board of Governors. Recently a member of our state governing body was complicit in such an illegal action and may soon be deposed as part of the legal consequences that ensue when a public entity flagrantly violates the law and disregards court warnings.

*(see "**Trouble**" continued on p 7)*

"Academic Excellence?"

• *by Linda Collins, Executive Committee*

Chancellor Nussbaum proposed to the Board of Governors at their September meeting a $100 million budget request for 1998-99 which he has entitled "Academic Excellence." If in voting for this proposal, the Board believed they were supporting excellence in the community colleges, they couldn't have been more mistaken. In fact, upon closer examination, the proposed approach could undermine educational excellence in our system.

The Chancellor's proposal would tie additional funding for the colleges to specified outcomes. Performance on a selected set of indicators would be rewarded with extra moneys. While the particulars of the price list kept changing, the indicators under discussion at the Board meeting were successful course completions, defined as "C" or better ($45), associate degrees awarded ($125), certificates earned ($75) and transfers to UC, CSU and independent

*(see "**Excellence**" on p 8)*

The Academic Senate Faces Many Challenges

This year the Academic Senate will face many challenges. I would like to take this opportunity, in the first *Rostrum* of the year, to define two of those issues and describe the role of the Academic Senate might play. The areas I will discuss are welfare reform and distance education.

WELFARE REFORM

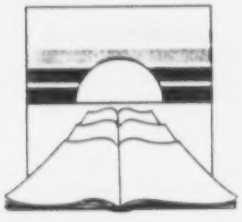
In passing welfare reform legislation, Congress initiated a social experiment that has changed an entitlement system, which provided support to families with dependent children, to a jobs program intended to move recipients off welfare and into work. States now receive limited block grant funds rather than having direct federal aid meet the full needs of recipients. California's plan for the use of these funds is outlined in the CalWORKs program recently enacted by AB 1542 (Ducheny, et al).

Will welfare reform succeed in putting aid recipients to work, or will it merely dump them into the streets after their two-year aid time limit runs out? The answer lies in California's ability to generate jobs detailed in the following analysis by Assemblywoman Dion Aroner. Most of the state's 900,000 welfare recipients will need to find work. They join the 1,000,000 unemployed and another 1,000,000 who are not counted as unemployed because they have given up looking for work. Another 500,000 are underemployed. Last year California generated just over 600,000 jobs, about half new and most not at entry level. These statistics had led many to be pessimistic about the success of welfare reform.

Under CalWORKs, those eligible can receive aid while being trained (24 months for current recipients, 18 months for newly qualified). Currently, California community colleges serve almost 140,000 recipients who have self-selected our programs. Newly qualified recipients must be referred to us by the Department of Social Services (DSS) into programs which we must demonstrate to DSS are adequate to meet labor market needs.

Rather than expecting a flood of new students from the welfare ranks, community college will have to work hard just to maintain the present level of participation of aid recipients. Our challenges will be to redesign the way we structure our curriculum and deliver our programs to meet the short time frame; to qualify these programs with DSS so that we get referrals; to provide services to recipients; particularly child care and work study, and to assist in job development and placement for those who complete our programs. And remember, these

(continued on next page)



The Academic Senate for California Community Colleges
Bill Scroggins, President; **Lee Haggerty,** Vice-President
Linda Collins, Secretary; **Lin Marelick,** Treasurer (Interim)

Publications Committee:
Lin Marelick, Chair, Mission College, Santa Clara
Winston Butler, Los Angeles City College
Alan Buckley, Santa Monica College
Diane Glow, San Diego Miramar College

The Rostrum, September, 1997. The Rostrum is a publication of the Academic Senate for California Community Colleges, 910 "K" Street, Ste. 300, Sacramento, CA 95814. The Rostrum is distributed to all faculty through college academic senate presidents and by individual mailing. Letters and unsolicited articles by faculty members are invited. For deadline information, call (916) 445-4753, or email us at asccc@ix.netcom.com

services will be in great demand by non-welfare students, also eligible under our open enrollment system. Following the above numbers, as many as 3 of 4 students needing job training to find work may be non-welfare recipients.

What has been observed is the tremendous focus on politics rather than the needs of recipients. The Academic Senate has and will continue to focus on the needs of students. This summer the Executive Committee wrote and distributed a paper entitled, "The Academic Senate Perspective on the Personal Responsibility and Work Opportunity Reconciliation Act of 1996." This paper makes suggestions on the involvement of community colleges in job creation, particularly the need for a livable wage, jobs with self-esteem, connection with employers to lead directly to employment, and assistance in relocation. The paper addresses educational program design, emphasizing adaptable, transferrable skills and initial assessment of recipient needs. Key in curriculum redesign will be adapting existing programs to shorter time frames, and integrating basic skills, general employability skills, and specific subject matter skills. The paper also stresses the need for support services in a wide range of areas. A list of 18 specific actions are recommended to local senates.

We urge faculty leaders on your campus to read this paper and take a strong role in developing your college's CalWORKs plan. Guidelines for this plan were distributed by the Chancellor's Office to colleges earlier this month and are due by November 14th. The required elements of the plan are: curriculum development and redesign, coordination, job development/job placement, work study, and child care. Six workshops are being held during September to discuss requirements for the plans: 9/12 Los Angeles CCD, 9/15 Orange Coast, 9/17 De Anza, 9/23 Grossmont, 9/24 Los Rios CCD, 9/26 Modesto.

These plans require the signature of the local academic senate president. Be sure that your senate takes a primary role in developing your colleges' policies and procedures for meeting welfare recipients' needs for new and redesigned curriculum, new program development, and support services for student success, all of which are academic and professional matters.

A joint FACCC/Senate workshop on CalWORKs will be held October 3rd at Laney College and experienced faculty practitioners will share their expertise in addressing student needs under CalWORKs at Academic Senate-sponsored workshops on October 10th at Cerritos College and October 25th at the Peralta District Office. We also plan two more such workshops for the spring.

DISTANCE EDUCATION (TECHNOLOGY MEDIATED INSTRUCTION)

Technology is an on-rushing tide: $14 million was appropriated last year, with 75% distributed to colleges for video conferencing, satellite down links, Internet access, and fiber-optic infrastructure. The remaining 25% was distributed by competitive grants for faculty training and resource development. The Governor initiated the California Virtual University (CVU) with the goal to construct an on-line Internet catalog of distance education courses and programs offered by California higher education institutions. This year's budget has another $18 million for telecommunications and a staff development augmentation of $4 million just for technology.

A wide variety of think-tank-type reports have touted distance education as a solution to our problems —from increasing access to saving money. Technology will be an effective tool for providing instruction and support services only if faculty play a leadership role in how it is used. Here are some of the key issues and how the Academic Senate is addressing them.

ACADEMIC STANDARDS

Distance education is a mode of instruction which must adhere to the same high standards as any other, be it lecture, mastery-learning, self-paced, or whatever. Faculty are the arbiters of academic standards and must assert that right through the separate curriculum committee approval process for distance education courses. (See the paper "Curriculum Committee Review of Distance Education Courses and Sections," Fall 1995). To further this effort a new paper, "Guidelines for Good Practice: Technology Mediated Instruction," will be presented for adoption at the 1997 Fall Plenary Session. A

*(see "**Challenges**" on page 12)*

California Citizens Commission on Higher Education

• *by Diane Glow, San Diego Miramar College, Member, Publications Committee*

The California Citizens Commission on Higher Education has produced a highly critical report on community colleges. Entitled "The Looking Glass Itself: AB 1725," the Commission's report implies without substantiation that both the quality of California community colleges and the number of successful graduates are declining. At the same time, the report omits discussion of the system's strengths, such as its open admission policies. In reaching these conclusions, the authors of the report use misstatements, selective statistics, and unsubstantiated conclusions to portray California community colleges in the worst possible light. Given the biased tone of the report, community college faculty and their Academic Senate must wonder what the Commission's true goal is.

The Citizens Commission is a private, independent group, funded by three non profit foundations and organized to evaluate and recommend policy on higher education in the California. Its 24 members mainly comprise representatives from business and industry many of them current or retired CEOs. Only three members are or have been associated with educational institutions. No member is associated with community colleges and none is a faculty member.

On April 15, 1997, the Commission held a roundtable discussion with community college panelists to consider the operations of California Community Colleges in relation to Assembly Bill 1725. The preliminary report of the April meeting contains the misleading and critical statements noted above.

An important weakness of the preliminary report is the apparent confusion among the Commission, its staff, and the authors of the document concerning the difference between AB 1725 and Title 5. This confusion produces misstatements and inaccurate conclusions. For example, the report alleges that the passage of Proposition 13 and the implementation of free flow "undercut some of the primary reasons for the existence of local boards." The report claims that free flow resulted in local board decisions having a wider effect than just on the voters in their respective districts. The authors seem unaware of the fact that a considerable percentage of out-of-district students were already crossing district lines under cross-district agreements prior to free-flow.

The report argues that Proposition 98 undercut the funding levels of community colleges as provided in AB 1725. The report ignores the fact that AB 1725 was never fully funded and that Proposition 98 set a funding floor, not a ceiling.

The document down-plays, omits, or misrepresents other important issues. Its criticisms of AB 1725 overlook the difficulties encountered by the Chancellor's Office to monitor compliance by local governing boards with state law. Its discussion of personnel fails to mention the replacement of credentials with minimum qualifications or the institution of peer review and an extended tenure review period, all of which have contributed to academic and professional excellence. And the report implicitly assaults local districts' need for flexibility in responding to local circumstances by inferring that different shared governance policies at different colleges is a problem.

The report claims a consensus was established on policy issues at the April meeting that contradict some of the most deeply held views of community college faculty and their Academic Senate. For example, its statement that "participants believed that students could pay higher fees..." is opposed by the Academic Senate, which believes that California should maintain its policy of free access to post-secondary education at community colleges. It also claimed that all present supported, with small qualms, performance based funding approaches. The Senate representatives did not do so.

*(see "**Commission**" on the next page)*

BEST COPY AVAILABLE

Part-time Issues

• *by Chris Storer, Part-time Philosophy Instructor, DeAnza College*

In the Spring 1996 plenary session, The Academic Senate for California Community Colleges (ASCCC) adopted the Council of Faculty Organizations Faculty Equity Statement, which emphasized the need for increased awareness of issues deriving from the high level of part-time faculty use within the California Community College System (CCC). Also in the Spring 1996 Session, ASCCC resolved that they should "assure participation of part-time faculty on the Executive Committee" (Resolution 1.5 S96).

Discussion of Resolution 1.5 S96 in the Executive Committee, Educational Policies Committee, and the Standards and Practices Committee, during the 96-97 academic year, and during a breakout at the Fall 96 plenary session, have raised many complicated issues, but have resolved few. These issues fall into two general categories: The participation structure, and compensation issues. Each issue within these general categories is complicated by interaction with state law, Title 5 regulations, and the past practice and principles of the Senate.

Participation Structure

The need for part-time faculty on the Executive Committee lies in a recognition that more than 60% of all CCC faculty are part-time employees whose conditions of assignment create a significantly different educational context and professional point-of-view. Without this voice in senate dialogue, policy is established, decisions made, and actions taken, all based on incomplete information.

Experienced faculty membership on the Executive Committee has been guaranteed by restricting candidacy to current Senators and local senate presidents, or to those who "have been a local senate president or an Executive

*(see "**Part-time**" cont. on p 11)*

---

*"**Commission**" from previous page*

Indeed, the very purpose of the preliminary report itself is unclear. Although the Commission says this document is not a position paper, the self-declared purpose of the Commission is to "..develop an Action Agenda to be submitted to the Governor, the Legislature, the institutions of higher education, the business community and the public." In addition, members of the Commission allegedly were chosen for their ability to develop long-term policies in the public interest and actively promote their recommendations before the audiences important for higher education's future." The lack of faculty representation on the Commission is a conscious omission in view of this stated purpose. At the April meeting, Commission staff indicated a belief that those internal to the system are incapable of making sound policy recommendations in the public interest with regard to higher education. It is unclear, however, why the Commission believes it is well positioned to determine what is in the public interest for the vast number of citizens of California.

The Commission stated its deliberation would last approximately eighteen months. With the focus of the roundtable discussion on community colleges and AB 1725, it is not clear if and when the Commission plans to incorporate an assessment of the operations of the four-year public and private colleges (originally stated as part of the Commission's focus).

Academic Senate representatives have indicated that we would welcome opportunities for public dialogue with Commission members to engage in serious debate and deliberation about the future of public higher education in California. We also would encourage the Commission to provide opportunities for members of the public to be included in such public policy deliberations.

The Academic Senate has endorsed neither this Commission nor its report. The methodology employed in the report provokes serious questions and generates concern that the Commission's work will serve to polarize rather than to further higher education in the state. The energies of this select group would be better spent in addressing means whereby California governmental leadership could facilitate community colleges in fulfilling the visions set forth in the Master Plan for Higher Education and AB 1725.

1998 Summer Faculty Leadership Institute • *by Lin Marelick, Institute Coordinator*

The 1997 Summer Faculty Leadership Institute was held at Monterey Beach Hotel in Monterey, California. Because of the great demand from college faculty, the Executive Committee decided to increase the number of participants from 50 to 75. Even with the increase, we couldn't accommodate all the people who were interested in attending.
I don't know if it was because we held it in beautiful Monterey, where by the way the wind is stronger than a hurricane most of the time, or because there are so many issues that faculty are facing.
(I know it's the latter.)

Attendees spent four days in rigorous training on issues like the roles and responsibilities of a local senate president and the role of the academic senate on campus. They problem solved case studies and strategized scenarios that have occurred at colleges throughout the state. Along with that, the food was great and we all ate too much!

One of the more exciting exercises that's provided is the 30 minute session called "Agree/Disagree." In this activity, an Executive Committee member reads a statement such as "...local board of trustees should be eliminated and replaced with a regional boards or one state level governing board." Participants are asked to stand near one of five signs that read: agree, strongly agree, disagree, strongly disagree, or not a fight I'm willing to take on. People standing in each area then try to convince those in the other 4 areas to come over to their side, to their way of thinking, on a particular issue. This activity allows for a great deal of interaction between participants, some of it confrontational, some of it humorous, all of it important.

I chuckled when I read one of the anonymous evaluations that identified Agree/Disagree as the most uncomfortable experience for one participant. Reading that made me wonder what it's going to be like for that person when issues get "hot" at their campus? It reminded me of the Leadership Institute in 1995 when then President-elect Janis Perry quoted words from the Des'ree song "You Gotta be Tough. *"...you gotta be tough, you gotta be strong, you gotta be wiser,"* if you want to be a senate president. So True!

The group had the wonderful opportunity to hear Alan Frey from CCA provide two breakout sessions on the budget. Alan gave participants some very pragmatic steps they need to take in order to stay on top of budget issues at their colleges, i.e., how to read the

budget and find ways in which moneys are typically hidden. He was well prepared which made these breakouts particularly well received.

Linda Collins, Secretary, provided two excellent breakouts, one on the Carver Model and the other on the Assault on AB 1725. Linda sparked the interest of the faculty by analyzing some frightening scenarios that are currently being played out in higher education and at colleges throughout the state. Others who provided breakouts include Bill Scroggins, Edith Conn, Lee Haggerty, Winston Butler, Beverly Shue, Barbara Davis-Lyman, Len Price, Rich Rose, Nancy Silva and Mark Snowhite. *(Continued on the next page)*

Continued from previous page

We really could not have had such a successful Institute if it wasn't for Julie Adams, the Senate's new Executive Assistant. Julie was on top of everything! She made my life as the coordinator very easy. The entire Executive Committee owes Julie a great deal of thanks for all her efforts before, during, and after Monterey.

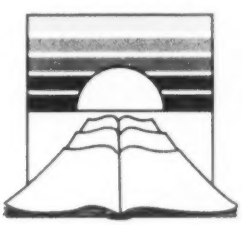
I wish that I wasn't so busy making sure that the ice cream sundae break was on time, or if the dinner count was correct. I would have loved to sit through more breakout sessions. The 1994 Leadership Institute was the first serious activity I attended at the state level and it changed my life. It was after that Institute that I decided to run for the Executive Committee two years later. Since then I have spent countless hours on college campuses across the state working with local senates on their issues. The Summer Faculty Leadership Institute is really one of the most inspiring activities that the Academic Senate provides.

Be involved - come to the next Summer Leadership Institute and enjoy the benefits of this rich experience.

*"**Trouble**" cont. from p 1*

For the vast majority of the faculty in our district, however, the real issue is the effort of the majority of our local board members to disenfranchise all those who are duly empowered to speak for their constituencies: the student government, the classified senate, the administrative management group, and the academic senates of our two colleges. And what concerns these groups? Process—or the lack thereof. It was the lack of process that resulted in closed sessions in which the academic senates were stripped of their reassigned time, in which our Chancellor was removed as an interim president and a divisive faculty member was selected in his stead. It is the lack of process in yet other closed sessions during which the Irvine Valley College (IVC) presidential hiring process, prescribed by adopted policy and state hiring regulations, was high-jacked to ensure results that the board majority sought; or the closed session that resulted in the removal of elected faculty chairs and their replacement by deans imported from the other campus, without any prior discussion with affected parties and against the advise of all senior administrators—except IVC's interim appointment. Appalling as these decisions themselves may be, we are most alarmed at the repeated violations of **process** that led to them.

The board majority would have the public believe that legal challenges are being pressed by a few disgruntled faculty; in fact, 73% of the Irvine Valley College faculty has voted no-confidence in this board. Saddleback College's Academic Senate has offered resolutions critical of Board actions, particularly the violation of hiring policies. Recall efforts among a number of groups arising independently in the community demonstrate the broad range of concerns about this board's ability to govern its own actions, let alone govern a community college district occupying 40% of Orange County. Legal actions queue up, supported by community members, students, district faculty, staff, and administrators — taxpayers all. Though ultimately costly to the district, these pending legal actions are undertaken to insist that the actions of our presidents, our chancellor, our board of trustees — and even our Board of Governors — be accountable to the law and to the highest standards of integrity.



*"**Excellence**" cont. from p 1*

colleges ($130). The Board approved the plan "in concept," without deciding the specifics of the formula. This means that the proposal will be presented to the Department of Finance, while the Consultation Council has been directed to work out the "details."

To tie monetary incentives to the awarding of grades and degrees does not seem in accord with a commitment to "excellence." Institutional pressure toward grade inflation, reduced rigor and lowered requirements enshrined in budgetary rewards would not enhance education for students. Faculty should not be placed under this kind of pressure, nor should administrators have to manage their institutions with such a reward structure. Educational standards would likely have to be maintained in spite of such a budget structure, not because of it. Certainly, a perception that our system "pays" for grades—and for degrees—would portend a potential loss of credibility with our four-year partners. Such pressures on academic integrity could undermine the improved and hard-won respect community college faculty have earned with our colleagues at transfer institutions since the passage of AB 1725.

As might be imagined, such a pricing structure for student "achievement" would end up favoring some districts over others. In the formulas drafted by the Chancellor's office, suburban districts would be clearly favored over urban and rural districts. Districts with larger percentages of already well-prepared students would have an institutional advantage over those with larger percentages of underprepared students. Similarly, districts with more students from higher socioeconomic backgrounds would likely enjoy funding advantages over districts or colleges with a higher percentage of students who had to work while attending college. (Scroggins)

Any formula focused on student achievement of certificates, degrees and transfer would penalize colleges with a higher proportion of part-time students and students whose goals were not degree related. In fact, the emphasis on degrees and certificates fails to reflect the reality of our mission; the majority of our students are part-time and tend to have shorter-term educational goals for training, employment or the enhancement of job skills .

An outcomes approach to educational funding for community colleges ignores the basic foundation upon which our system is built: open access. Studies by the UCLA Higher Education Research Institute in 1993 found that, "regardless of where they attended college, the least well-prepared students were five times more likely to drop out than the best-prepared students." Thus, retention rates tend to reflect admission policies rather than retention practices. Graduation rates are even more misleading. Comparisons of expected graduation rates (based upon high school grades and admissions scores) to actual graduation rates would reveal a much more accurate picture of the performance and success of educational institutions. (Astin) To ignore our institutional mission in constructing performance indicators surely would skew the "outcomes" of the new funding approach.

The cumulative effect of such a reward structure over time would be the reallocation of system resources to those districts with relatively more affluent populations and a corresponding disinvestment of system resources in relatively less affluent districts. Funding of such outcomes would encourage colleges to shift resources away from student support services and away from the already more expensive basic skills and vocational fields, toward degree and transfer courses. Such developments surely would challenge the commitments laid out in the California Master Plan for Higher Education, and would upset the complex balance of system resources currently allocated among the multiple missions of transfer, basic skills, vocational education, and economic development. While some may believe that precisely such a reconsideration is in order, such a fundamental system-wide change needs to be made consciously and deliberatively—with opportunities not only for internal dialogue about expected educational implications, but with public scrutiny and opportunity to discuss and debate the likely public policy impacts such an incentive structure would produce.

Beyond the issue of how "details" could be "worked out," or

*(see "**Excellence**" on next page)*

*"**Excellence**" cont. from previous page*

formulas "tweaked" to mitigate damage to particular colleges, the performance based funding approach mistakenly equates accountability with budget schemes. Since AB 1725 mandated regular accountability reporting, the Chancellor's Office has done an admirable job of collecting and reporting upon an increasing number of performance indicators. While a broad concept of "accountability" cannot be reduced to simple performance measures, it should be noted that the California Community Colleges report openly and frequently on some 54 measures in the areas of student access, success, and satisfaction as well as fiscal condition and staff composition. The Academic Senate worked closely with the Chancellor's Office in setting up the accountability measures and advocated for and worked hard to implement regulations regarding student success. Indeed, having plans to address student success on a range of measures is now a minimum standard for the receipt of state apportionment dollars. However, these measures were not designed to support funding decisions.

An examination of one such measure should illustrate the problem. Certificates are the least prescribed and regulated awards within the system. They vary widely from district to district with regard to the required number of units and difficulty. Even within given occupations, there is wide variation among certificates, depending on the needs and requirements of local businesses and skill levels available in given populations. Funding colleges for the sheer number of non-comparable certificates awarded would surely be unsound policy. It would likely build in rewards for the proliferation of certificates without any concomitant assurance to students of the currency of certificates with employers. While this might generate increased levels of paperwork and create an illusion of "improvement," it is hard to see just how this would be an improvement for students or for the state.

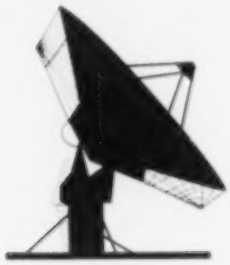
The Chancellor has stated that his main goal in forwarding this proposal was to secure increased funding for the system. He has indicated a belief that this approach would "sell" well in legislative circles. The Governor, according to this reasoning, would not "go for" program based funding anymore. And, since legislators have become enamored of "performance sensitive" funding schemes, it would be politic for us as a system to offer to do it to ourselves first, before it's done to us.

While performance based funding for higher education seemed "fashionable" as a state legislative mandate in the early 1990's, according to a recent Rockefeller Institute report, "developments in several states with newly adopted programs suggest that its momentum may have stalled." (Burke, p. 1) Of the 11 states which adopted this approach, Texas and Arkansas have already dropped it, Kentucky is currently re-examining it, and Florida has recently postponed full implementation. The future of performance funding looks unpredictable in Connecticut. The first state to try such an incentive approach for a portion of its higher education budget, Tennessee, has recently debated its merits and scaled back the amount of funds so devoted. (Burke, Burke & Serban) Why should the California Community College system commit "in concept" to such an approach without a careful and thorough examination of the lessons to be learned from the experiences of these states?

Performance based approaches shift the focus of educational funding from "inputs" to "outcomes." Not surprisingly, a retreat from the commitment to access has been a hallmark of changing funding patterns in states which have adopted performance funding for higher education. Indeed, concern for efficiency over educational quality and access seems to be the main value driving the performance based movement. (Burke; Burke & Serban)

Hastiness of the reform has been a major drawback. Often done in the rush of the political process, the efforts to revamp complex educational systems by budgetary incentives have spelled predictable and costly problems in actual implementation. In the Texas case, a major reason cited for failure was the rush to institute this data driven approach with inadequate data collection capability and lack of clear definition at the inception of what actually constitutes performance and quality. (Bateman and Elliot) Yet this is precisely the process which our system has utilized. At the Chancellor's urging, the Board of Governors committed the system up front to this politi-

*(see "**Excellence**" on p 11)*



Technology Opportunities for 97-98

by Ric Matthews, Chair, Technology Committee

This is a great year for the faculty to gain access and support in the area of educational technologies. The Telecommunications and Technology Infrastructure Program (TTIP) will have provided the following resources for each of 120 community college sites by December:

1. A T1 telecommunications line is being brought to each site. This is the physical backbone (wire) by which each campus can exchange data, and eventually voice and video, with the rest of the system and the 22 California State Universities, which have partnered with us on this venture. Some colleges have in place their own infrastructure to distribute this resource across campus; many of you do not. It is imperative that the faculty play a pivotal role in deciding on each campus where and how this resource is to be utilized. Its deployment is for educational purposes; be sure that you have a primary role in deciding how your campus will use it.
2. Picture-Tel video conferencing units are being installed on each campus with PacBell providing the ISDN line the first year. These units will allow us to videoconference for meetings, but a strong possibility is for the sharing of students and curriculum. This past spring, I taught a course that was broadcast simultaneously at San Diego Miramar College and San Diego City College. The enrollments in this course had been light for a few years, and this allowed us to provide this educational opportunity and to have the students from two campuses interact in a way that previously would not have been possible. Your own campus can create interesting and mutually beneficial partnerships with other higher education institutions, since a standard platform was chosen to aid the ease for connectivity.
3. Provisions allow for all sites to have both analog and digital satellite download capability with a MPEG2 digital standard. Using the network created with the T1 lines it will be possible for colleges to send information to those few community colleges that have the expensive uploading capacity and arrange for airing of programs. This standardization will give the system great potential for training as well.

Along with the infrastructure package, which should be deployed to all sites by December, the initiative provides for some grants to accomplish model projects. One that has been granted at this writing is the 4C@ONE Special Project for faculty training. DeAnza College was selected as the successful grantee to administer a training opportunity for the faculty. The DeAnza model has 9 strategically located partner colleges from around the state: Butte, Las Positas, LA Trade Tech, Marin, Santa Ana, San Diego Miramar, Santa Barbara, San Monica, and Fresno. These partners will become regional training sites for the faculty in their areas. In addition, DeAnza will partner with the Academic Senate for a multi-day summer hands on technology institute to provide various levels of training from novice to advanced. Surveys and needs assessments will be arriving soon to solicit input into the types of training needed, and the best format in which it should be delivered.

In future editions of the *Rostrum* we will bring you information about the other grant opportunities and awards. A grant is being awarded soon in the development of an on-line instructional and curricular resource center that we can all share. Also coming are grants that address distance learning, faculty access to technology (like computers), student services on-line, and bringing universal Internet access to each site and faculty member. Stay tuned. More importantly, get involved - locally, in deciding how these resources will come to the hand of the faculty and students, regionally with the training possibilities, and system wide by helping your college apply for some of these funds and to shape the technological future of our community college system.

"Part-time" continued from p 5

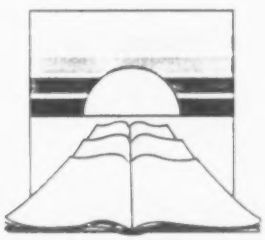
Committee member or officer within the three years immediately preceding the election." (Senate By Laws, Article V, Section 2.) Thus, while a part-time faculty member could currently become a candidate for election to the Executive Committee, this would require a local senate situation which seldom occurs. However, the fundamental goal of selecting experienced and dedicated Executive Committee members should not be compromised.

Somehow, assuring part-time participation on the Executive Committee must be achieved through a process that develops high quality candidates with broad experience while not creating further divisions among the faculty. While it would probably be ideal to establish long range procedures that would encourage stronger participation of part-time faculty in local senate affairs, this is very difficult considering the compensation part-time faculty currently receive for their professional activity. However, a part-time faculty member with little experience of senate issues, or with little experience of the incredible variety of circumstances impacting part-time faculty professional activities, would be unable to fill the need at which part-time faculty participation on the Executive Committee aims.

Compensation Issues

Faculty compensation for Senate activity has always been through district reassigned time for which the district is reimbursed by the Senate. This is consistent with the policy that "all Executive Committee members must retain their faculty status to continue in office." (Senate By Laws, Article V, Section 1.) This practice defines service to the Senate as part of load, and consequently, in the case of part-time faculty, involves us in 60% law restrictions. We certainly want committed professionals on the Executive Committee, but the normal form of compensation would reduce the faculty member to an occasional educator.

The issues raised by the possibility of a separate stipend for part-time faculty service to the Senate involve law, regulation and the collective bargaining agents in ways that are outside the Senate's purview. Collective bargaining agents and the Faculty Association of California Community Colleges can avoid many of these issues since they are autonomous agencies. The Senate is a legal part of the CCC system.



"Excellence" cont. from p 9

cally expedient approach, while demanding that the details "be worked out" in the next six weeks.

The Chancellor brought the proposal for "Academic Excellence" to the Consultation Council over the summer, without time for full discussion of its merits and drawbacks. The Chancellor then proposed this plan to the Board, over the opposition of the Consultation Council. The Board took action despite the unified opposition and testimony of representatives from the Academic Senate for the California Community Colleges, the Community College League of California (representing CEOs and Trustees), the California Federation of Teachers, the California Teachers Association, the Faculty Association of California Community Colleges, and CalSACC.

The Chancellor and the Board may be responding to public perception that the community college system is not doing enough. What does seem clear is that we as a system have not done a good enough job of keeping both the legislature and the public informed of the many and phenomenal accomplishments of our colleges. Nor have the legislature and the public realized just how precious a public asset are the California community colleges. We've all made heroic efforts in the face of consistent underfunding and mounting social demands. We need to take that case to the public. All of us could probably agree with the Chancellor on one

(see "Excellence" on p 12)

"Challenges" continued from p 3

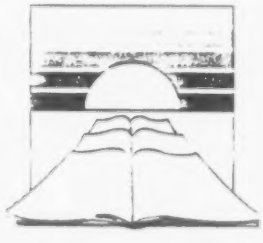
subsequent paper will examine the principles of technology-mediated instruction and make suggestions about how faculty should take leadership in directing the future development of TMI. The Academic Senate is also represented on California Virtual University (CVU) planning committees and continues to assert the need for academic standards within CVU. Additionally, we are looking at possibility of collaborating with UC and CSU faculty on a statement of academic standards in distance education.

FACULTY TRAINING

Flooding colleges with new equipment and technological capabilities does not assure that these resources reach students in a manner which improves instruction and services. Faculty must become familiar with these new resources, explore their possibilities, and adapt them to meet student needs. For the past few years, the Academic Senate has maintained a strong commitment to providing faculty technology training, both during Fall and Spring Plenary Sessions and at special workshops. Plans are underway to expand this effort. The Academic Senate is a partner in the 4C@ONE project to train faculty in TMI based on a two-year $1 million grant (part of that 25% of the $14 million telecommunications fund) obtained by a ten-college consortium led by De Anza College. Preliminary plans include workshops, an online information exchange, and a series of summer institutes (3-to-5 day hands-on training sessions). The Academic Senate is also recruiting faculty to be trained on the new Picture Tel video conferencing equipment. (The contract provides for training 40 participants this fall and 60 next spring.) The Academic Senate also hopes to be a partner in developing the Faculty Resource Center, to be created by another grant awarded this month. We also anticipate being involved in the guidelines for use of the $4 million technology staff development fund just approved for this year.

LOCAL FACULTY LEADERSHIP IN TECHNOLOGY

Your academic senate must play a primary role in assuming that these technology resources now at your doorstep are effectively used. Your college should have a technology plan developed through a process agreed upon by collegial consultation with your senate. The budgeting of the allocations for technology, instructional equipment, and faculty development should follow a process arrived at by collegial consultation with your senate. Courses offered in distance learning mode should be separately approved by your curriculum committee following policies and procedures developed in collegial consultation with your senate. If these events are proceeding without your involvement, assert your rights now!



"Excellence" cont. from p 11

thing: the system needs more money.

As the Texas experiment illustrated, the end is in the beginning. Performance based funding is not an approach which will work for the California community colleges. But the chancellor has enjoined an important debate: academic excellence. We need to devote our time and energies both to further define what academic excellence means and to insist upon that excellence as the ongoing standard. We need to work together to forge sound approaches to securing additional revenue streams to fund such academic excellence for the students we serve.

Works Cited:

Astin, A. "College Retention Rates Are Often Misleading," Chronicle of Higher Education, September 22, 1993, A48.

Bateman and Elliot, "An Attempt to Implement Performance-Based Funding in Texas Higher Education: A Case Study," In Epper, R.M. (ed.), Focus on the Budget: Rethinking Current Practice, Denver: Education Commission of the States, 1994.

Burke, J.C., Performance-Funding Indicators: Concerns, Values, and Models for Two- and Four-Year Colleges and Universities, Albany, NY: Rockefeller Institute of Government, Albany, 1997.

Burke, J.C. and Serban, A.M., State Performance Funding and Budgeting for Public Higher Education: Current Status and Future Prospects, Albany, NY: Rockefeller Institute of Government, Albany, 1997.

Scroggins, B. "Performance Based Budgeting: The Stark Reality," FACCCTS, Sacramento CA: Faculty Association of the California Community Colleges forthcoming.

Serban, A.M., Performance Funding for Public Higher Education: Views of Critical Stakeholders, Albany, NY: Rockefeller Institute of Government, Albany, 1997.